

University at Albany, State University of New York

Scholars Archive

Psychology

Honors College

Spring 5-2022

Building Resilience

Julie Jasewicz

The University at Albany community has made this article openly available.

Please share how this access benefits you.

Follow this and additional works at: https://scholarsarchive.library.albany.edu/honorscollege_psych



Part of the [Psychology Commons](#)

Building Resilience

An honors thesis presented to the
Department of Psychology,
University at Albany, State University of New York
in partial fulfillment of the requirements
for graduation with Honors in Psychology
and
graduation from The Honors College

Julie Jasewicz

Research Advisor: Jason Randall, Ph.D.
Second Reader: Ho Kwan Cheung, Ph.D.

May 2022

Abstract

Amongst those most negatively impacted by the COVID-19 pandemic and other harmful events we find many examples of individuals who are able to “bounce back” from their adversities more easily than others. This reflects the concept of resilience—the process of positively adapting and evolving during and after experiencing adversity thereby becoming less vulnerable to future adversity. Due to a need to build resilience among college students, and without clear guidance as to how to do that, the present study investigated the effects of a resilience intervention. 232 college student participants were assigned to either an experimental group, who received the resilience training immediately after entering the study, or a waitlist control group, who received the resilience training after four weeks of entering the study. I assessed levels of psychological resilience, empathy, psychological well-being, and university satisfaction at three different time points to evaluate the change in these outcomes as the result of the resilience intervention. Knowledge and training reactions were also assessed. Although the results failed to find support for the intervention in terms of increasing resilience and the other outcomes of interest, there were significant associations between all study variables, suggesting that there may yet be a way for resilience to impact individuals’ empathy, psychological well-being, and university satisfaction. I discuss the limitations and implications of these findings for the scientific study of resilience, but also for their potential contributions in equipping individuals with the skills they need to adapt and evolve from their current challenges to become less vulnerable in the future.

Keywords: *Resilience, Empathy, Psychological wellbeing, Adversity, Training*

Acknowledgements

Many individuals have been instrumental in helping me complete this project. A special thank you to my thesis advisor Dr. Jason Randall for continuously supporting me through every step of this process. I have been a part of Dr. Randall's lab since freshman year. He has helped me grow as a research and a writer. This project would not have been possible without his continuous guidance and support.

I would also like to thank my second reader Dr. Ho Kwan Cheung for her insight and feedback. Thank you to Cathy Reid for her insight as well.

Thank you to my family, Anne, Jacob, and Jessica Jasewicz for their love and support. Thank you to all my friends especially the Newman Association for keeping my spirits high when I wanted to give up. And thank you to all others who helped encourage me throughout this process even if it was just a smile, without you this would not have been possible.

List of Tables

Table 1 Reviewing the Labyrinth of Psychological Resilience	25
Table 2 Descriptive Statistics and Correlation Matrix of Study Variables (Time 1).....	26
Table 3 Descriptive Statistics and Correlation Matrix of Study Variables (Time 2).....	27
Table 4 Descriptive Statistics and Correlation Matrix of Study Variables (Time 3).....	28

List of Figures

Figure 1 Resilience Change Over Time Across Conditions.....	29
Figure 2 Psychological Well-being Change Over Time Across Conditions	30
Figure 3 Empathy Change Over Time Across Conditions	31
Figure 4 General Knowledge Change Over Time Across Conditions	32
Figure 5 University Satisfaction Change Over Time Across Conditions.....	33

Table of Contents

Abstract	ii
Acknowledgements	iii
List of Tables	iv
List of Figures	v
Introduction	
A. Building Resilience.....	1
B. Conceptualizing Resilience	2
C. What Constitutes a Resilience Training?.....	4
Hypothesis Development	5
Method	8
A. Participants	8
B. Materials and Procedures.....	9
C. Measures.....	9
Materials and Procedure	9
Results	11
A. Resilience.....	11
B. Psychological Wellbeing	12
C. Empathy.....	13
D. General Resilience Knowledge	14
E. University Satisfaction	14
General Discussion	15
Limitations/Future Directions	17
Conclusion	20
References	21
Appendices	
A. Appendix A Training Objectives.....	34
B. Appendix B Script	35

Introduction

A. Building Resilience

At some point in our lives, we will all experience adversity of some kind. Forbes references a study done by the Center for Disease Control and Prevention (CDC) that demonstrated that “half of all U.S. children have experienced some kind of trauma in the form of abuse, neglect, violence or challenging household circumstances—and 35 percent of children have experienced more than one type of traumatic event” (Gourani, 2019, par. 4). There are moments in history where we share in hardship together. The COVID-19 pandemic being one such example of a unique adversity that affected every individual on the planet. It is important to note that certain countries and marginalized communities are disproportionately affected by the pandemic, however, it has impacted all of us in some way. How easily one can overcome adversity depends on what knowledge and resources are available to them. This ability to “bounce back” from life challenges is often referred to as “resilience”. The term “resilience” originated from ecological literature (Holling, 1973), specifically, it referred to “the ability of ecosystems to recover from natural disasters or other outside influences, it was then adapted by the psychology community to refer to the ability of humans to ‘bounce back’ from traumatic events” (Forbes & Fikretoglu, 2018, p. 1).

In its early stages resilience was mostly a topic researched in child development (Anthony, 1974; Werner & Smith, 1982). Resilience research has only recently been gaining attention in occupational studies (i.e., human behavior in work environments) with training programs as the primary intervention (Vanhove et al., 2015). Researchers have expressed concerns that child development models might not be generalizable in adult populations and occupational settings. For example, Bonanno (2004) points out that resilience among children is

often characterized in response to aversive life circumstances where the child lacks control (e.g., neglectful parenting), “while resilience among adults more often involves overcoming acute and/or traumatic stress, such as that brought upon by catastrophic events or major loss” (Vanhove et al., 2015, p. 3). Further research is needed to determine if resilience can in fact be taught to an adult population and specifically if training is an appropriate means of learning transference. This study seeks to fill these gaps.

Accordingly, building on previous resilience intervention research on child populations and existing resilience literature in organizational sciences, the current study aims to examine the effectiveness of teaching resilience through a training program in a sample of college-aged adults. The training program used as a psychological intervention implores the criteria set forth by Intema et al. (2019) and engages participants through individual and group activities designed to foster healing and promote growth of resilience and self-efficacy. We also examine a variety of outcomes to assess the broad-ranging effectiveness of the resilience training, including not just resilience, but also psychological well-being, empathy, knowledge, and university satisfaction.

B. Conceptualizing Resilience

There are a lot of varied definitions of the differences in what people think resilience is and how resilience should be studied. The U.S. Department of Health and Human Services (2015) defines individual resilience as “the ability to withstand, adapt to, and recover from adversity and stress” (Ackerman, 2002, par. 3). Rutter (1985) defined resilience as “the factor separating those who adapt and evolve after experiencing stressors, thereby becoming less vulnerable to later stressors, from those who are unable to adapt” (Forbes & Fikretoglu, 2018, p. 1). According to Boston Consulting Group Fellow, Dr. George Stalk Jr., “organizational

resilience can be thought of as a culture of resilience, which manifests itself as a form of ‘psychological immunity’, to incremental and transformational changes” (Everly, 2011, p. 20). Other definitions use words or phrases such as “the ability to bounce back from adversity” (Ledesma, 2014, p. 1), “the developmental capacity to rebound” (Luthans, 2002a, p. 702); “...a stable trajectory of healthy functioning after a highly adverse event” (Bonanno et al., 2004, 2011); and “...the capacity of a dynamic system to adapt successfully (Masten, 2014; Southwick, 2014)” (Moor, 2021).

There has also been debate in the field as to how to conceptualize resilience: as a trait, state, or process. Trait resilience infers that every individual has a static level of resilience that, for the most part, remains stable over time. Those with high trait resilience, therefore, have an advantage over those with low trait resilience in how they respond to stress and traumatic events (Lü et al., 2016). State resilience is slightly more fluid in that it looks at character traits and behaviors at a specific period of time (Verdolini et al., 2021). State resilience can be different moment to moment whereas trait resilience is static.

There is a common theme in existing resilience definitions that highlights the ability to rise and become better equipped for further challenges after adversity. Establishing a firm resilience definition as the basis for the training is vital. Past resilience interventions have been criticized for not using a clear and scientific resilience definition when creating the intervention. In determining which definition would be the foundation of the current intervention design, I first conducted a literature review to find the most recent and most supported resilience definitions and found that none of the definitions captured resilience in its entirety. For example, the Rutter (1985) definition speaks to the dynamic nature of resilience as a process but does not address adversity directly. For that purpose, this study builds upon that definition: *resilience is*

the process of positively adapting and evolving during and after experiencing adversity thereby becoming less vulnerable to future adversity.

C. What Constitutes Resilience Training?

A criticism of past resilience building interventions is that they are too closely related to stress-management or well-being programs. However, "while traditional stress management and therapy approaches generally target problems once they have arisen, resilience-building approaches train individuals to anticipate stress and prepare in advance to minimize its impact by weathering the storm" (Chitra & Karunanidhi, 2018). So resilience training needs to be future-focused, with an emphasis on preparing people for coming adversity.

Researchers have also concluded that current resilience programs have been neglectful in their research design methodology (IJntema et al., 2019). For example, many training programs are labeled "resilience" programs without even providing a clear definition of resilience or without measuring resilience levels before or after the program to evaluate training effectiveness. These findings raise the following question: what constitutes a resilience program?

For the purpose of this study, we expanded upon IJntema et al.'s (2019) 12 criteria for a resilience building program. These recommendations (viewable below in Table 1) are the result of a literature review of 286 articles with the goal of helping researchers maintain consistency and quality in resilience training studies. For a full breakdown of the intervention used in this study please refer to Appendix B. Effectiveness of the training is assessed by its ability to increase individuals' resilience, empathy, psychological well-being and university satisfaction through hands-on, participant driven activities.

In addition to meeting IJntema's 12 criteria for designing a well-designed resilience intervention, our intervention included methodology from positive psychology research and theories, specifically the PERMA model. In Martin Seligman's (2018) PERMA model he distinguishes the aspects of flourishing into five major components: Positive Emotions, Positive Relationships, Flow Experiences, Meaning, and Accomplishments. Resilience is listed as a subcomponent of flourishing (Ackerman, 2021, par. 4). As referenced above, resilience is the process of bouncing back from adversity stronger than before. This means that resilience encourages one to rise above a baseline level of well-being in order to flourish. Aspects of the PERMA model are highlighted in this intervention as we tackle mindset, strengths, reframing and goal setting.

Hypothesis Development

Resilience should never be treated as a static concept but as a dynamic process that unfolds over time (IJntema et al., 2019). In previous studies, interventions typically focused on the psychosocial factors believed to help development. For instance, self-efficacy, optimism, social resources, and cognitive appraisal/coping with limited effects. Previous studies lacked textile component empowering participants with concrete tools to use in future adverse situations. Prior resilience interventions were more lecture-based and less participant driven. Researchers illustrate that in order for "individuals to demonstrate competence in the face of potentially stressful environments, they must possess the belief that they are capable of doing so" (e.g., Rutter, 1987). By making others aware of their strengths and their potential triggers to adverse relations it is possible to train them to have increased resilience. The current study builds upon previous resilience trainings adding in an element of positive psychology to encourage participants' flourishing. The breakdown of the intervention consists of four key elements:

mindset, individual strengths, reframing/reclaiming and goal setting. It is expected that these elements will help individuals build resilience because flourishing interventions help participants to have lower helplessness, more meaning in life and overall increased resilience (Ackerman, 2021). Further training objectives can be found in Appendix A.

Hypothesis 1: Participation in the “Building Resilience” training program will increase individuals’ psychological resilience after the training.

Recent emphasis on building resilience in the workplace has been partially influenced by “renewed interest in promoting positive psychological functioning (Seligman & Csikszentmihalyi, 2000) and well-being (Diener, Suh, Lucas, & Smith, 1999; Ryff, 1995), as opposed to simply treating problems (Keyes, 2007)” (Vanhove et al., 2015, p. 2). The WHO recently defined psychological wellbeing as a state where the individual realizes their abilities to cope with stress, work, and contribute to their community (WHO, 2001, par. 2). This casual connection between well-being and resilience theorizes that they would have a linear relationship. If proven true, this relationship could be extremely beneficial for employers. According to a study conducted by Gallop, “\$322 billion of turnover and lost productivity cost globally [in the past year was] due to employee burnout” concluding that “when organizations intentionally address both wellbeing and engagement, the effects are additive and mutually beneficial for employees and business outcomes alike” (Gallup, 2021). Resilience is the process of learning to positively adapt, to become stronger. It can be theorized that increasing awareness of one’s strengths would cause an increase in well-being. Appreciating one’s own strengths can increase pathways to personal goals and problem-solving options in times of adversity (Ackerman, 2021).

Hypothesis 2: Participation in the “Building Resilience” training program will increase individuals’ overall wellbeing after the training.

Social worker Brene Brown (2006) conducted a study interviewing 215 individuals on shame experiences. The study found that when a shame experience had an empathetic response, the individual experienced an increase in their sense of connection and power (Shame Resilience Theory; Brown, 2006). As referenced in the study, “Wiseman (1996) identifies four defining attributes of empathy: (a) to be able to see the world as others see it; (b) to be nonjudgmental; (c) to understand another person’s feelings; and (d) to communicate your understanding of that person’s feelings” (Brown, 2006, p. 3). Resilience building naturally lends itself to increased empathy due to the nature of sharing hardship experiences and forming community. Throughout the intervention participants are exposed to various stories of hardship and triumph. It is theorized that simple exposure to these conditions would cause an increase in empathy towards others. Resilience trainings demand a level of vulnerability that strengthens relationship building and the ability to see the world through another’s perspective.

Hypothesis 3: Participation in the “Building Resilience” training program will increase individuals’ empathy after the training.

Knowledge and skill acquisition is a primary objective of most training programs. Engaging in practice, study and experience of a certain concept or skill results in semi-permanent changes in cognition and behavior (Salas et al., 2012). This training seeks to empower participants to walk away with concrete steps in how to increase resilience and tap into their strengths in a time of struggle. Therefore, I expect that those who participate in the resilience training will acquire knowledge of the material presented in the course.

Hypothesis 4: Participation in the “Building Resilience” training program will increase individuals’ general knowledge of psychological resilience after the training.

Employees who have professional development opportunities in the workplace show increased engagement and satisfaction levels. Higher engagement and satisfaction has been linked to increased productivity and efficiency and less employee turnover (Gallop, 2021). Offering training opportunities can be a way to increase employee engagement and learning in the workplace (Salas et al., 2012). Resilience in particular, teaches transferable skills on how to adapt to adverse situations further aiding employee well-being efforts (Ackerman, 2021). In addition, training is seen as an investment from leadership into their own people. Relationship building can increase overall well-being and satisfaction with the environment by developing individuals' knowledge, skills and self-efficacy (Truitt, 2011). This transfers into a university setting as well. Skills obtained during this intervention will enable students to have increased satisfaction with their university in the same way employees would have increased satisfaction with their company. These skills include strength development, goal setting and utilizing a positive mindset.

Hypothesis 5: Participation in the “Building Resilience” training program will increase university satisfaction after the training.

Method

A. Participants

Participants were recruited through the University at Albany research pool system from primarily Introduction to Psychology and Experimental Psychology courses. There was a total of 232 participants who completed at least the first survey - 93 participated virtually and 139 in-person. This overall sample was 74% female, 26% male, 0.5% non-binary or other, 42% White

or European-American, 27% Black, African, or African-American, 12% Arab or Arab-American (Middle Eastern). The sample was 28% Freshman, 29% Sophomore, 29.8% Junior, and 13.2% Senior. There were high attrition rates for the sample across the three time points, with only 88 (37.93%) returning for Time 2 and 36 (15.51%) returning for Time 3.

B. Materials and Procedures

Participants were randomly assigned into either a control or experimental group. The experimental group received the first survey, attended the training intervention, received survey 2 during the training and then survey 3 one month after completing the training. The control group received survey 1, then survey 2, then completed the training and received survey 3 1 month after completing the training. They then completed a brief pre-training survey measuring resilience, well-being, empathy, and university satisfaction. The experimental group then participated in a 2-2 ½ hour training led by the researcher. Throughout the training participants were asked to engage in personal reflection, group work, and online activities. They were reminded of the option to leave the training at any time if they were uncomfortable. One day after the training was completed, trainees received an email with a post-training survey measuring levels of resilience, well-being, empathy, university satisfaction and general knowledge of resilience.

C. Measures

Resilience. Resilience was measured with the 10-item Connor-Davidson Resilience Scale (Connor-Davidson, 2021) that asked people to self-report agreements on questions designed to assess resilience. A sample item includes: “I am able to adapt when changes occur”. Responses were scored in Likert format (0 = *not at all true*, 4 = *true nearly all the time*) and averaged to

form one overall score. Scores on this assessment indicated adequately high levels of internal consistency reliability ($\alpha = .87$).

Psychological Well-being. Psychological well-being was measured with an 18-item scale (Ryff & Keyes, 1995) that asked people to self-report agreement on questions designed to assess subjective well-being. A sample item includes: “I like most parts of my personality”. Responses were scored in Likert format (1 = *strongly disagree*, 5 = *strongly agree*) and averaged to form one overall score. Scores on this assessment indicated adequately high levels of internal consistency reliability ($\alpha = .82$).

Empathy. Empathy was measured with the 16-item Toronto Empathy Scale (Spreng et al., 2009) that asked people to self-report agreement on questions designed to assess empathy. A sample item includes: “When someone else is feeling excited, I tend to get excited too”. Responses were scored in Likert format (0 = *never*, 4 = *always*) and averaged to form one overall score. Scores on this assessment indicated adequately high levels of internal consistency reliability ($\alpha = .88$).

General Knowledge Test. General Knowledge was measured with a mix of multiple choice and short response questions designed by the Primary Investigator. A sample question includes: “What daily activity wouldn’t be effective in cultivating a positive mindset?”. Responses were scored for accuracy and averaged to form on overall score.

University Satisfaction. University Satisfaction was measured with a 5-item scale that asked people to self-report agreement on questions designed to assess university satisfaction. A sample item includes: “I feel fairly well satisfied with the University at Albany”. Responses were scored in Likert format (*strongly disagree* to *strongly agree*) and averaged to form one overall

score. Scores on this assessment indicated adequately high levels of internal consistency reliability ($\alpha = .74$).

Results

Table 2 presents descriptive statistics and intercorrelations of all study variables. As is evidenced in the correlations, there were strong, positive, and statistically significant correlations between resilience and university satisfaction, empathy, and psychological well-being suggesting that resilience is associated with these other constructs. All hypothesis tests were evaluated with a mixed ANOVA testing for changes in the outcome variables (e.g., resilience, well-being, empathy) over time from pre-training to post-training (three time points) between the two conditions (experimental and control group). I present these results below, separated by outcome variable, and also display them in Figures 1-5.

A. Resilience

To test if the “Building Resilience” Training affected resilience levels (Hypothesis 1), I conducted a mixed ANOVA evaluating changes in resilience over time (three time points within-person) and between conditions (experimental vs. control) for the sample who completed all three time points ($N = 17$). Results showed a non-significant change over the three time points, $F(2, 30) = 0.89, p = .420, \eta^2 = .06$. There was no significant difference between conditions (control vs. experimental), $F(1, 15) = 0.26, p = .617, \eta^2 = .02$. There was no significant interaction of time and condition, $F(2, 30) = 1.15, p = .331, \eta^2 = .07$. Due to the difficulty retaining participants across all three time points, I also conducted analyses for the sample who completed at least two time points to increase statistical power ($N = 38$). Mixed ANOVA results again showed no significant change in resilience over time $F(1, 36) = 0.12, p = .740, \eta^2 = .00$.

There was also no significant difference between conditions, $F(1, 36) = 0.12, p = .735, \eta^2 = .00$.

In addition, results indicated no significant interaction of time and condition, $F(1, 36) = 2.66, p = .112, \eta^2 = .07$.

Thus, the results failed to provide sufficient evidence to support Hypothesis 1 that participation in the “Building Resilience” training program would increase resilience. There was no significant interaction demonstrating that changes in the variable over time did not depend on condition. The relatively flat slope of resilience levels over time is displayed in Figure 1.

B. Psychological Well-being

To test if the “Building Resilience” Training affected psychological well-being levels we conducted a similar mixed ANOVA evaluating changes in psychological well-being over time and between conditions for the sample who completed all three time points ($N = 16$). Results showed no significant change over the three time points, $F(2, 28) = 2.58, p = .094, \eta^2 = .16$, but a significant overall difference between conditions, $F(1, 14) = 5.02, p = .042, \eta^2 = .26$, with the control group reporting higher psychological well-being than the experimental group (see Figure 2). However, results indicated no significant interaction of time and condition, $F(1, 14) = 3.79, p = .070, \eta^2 = .21$, suggesting that the difference between conditions was not the result of the intervention presented between T1 and T2.

Running the Mixed ANOVA with the larger sample who completed at least two time points ($N = 37$) showed no significant change in psychological well-being over time $F(1, 35) = 0.33, p = .570, \eta^2 = .01$, no significant difference between conditions, $F(1, 35) = 0.05, p = .828, \eta^2 < 1$ and no interaction of time and condition, $F(1, 35) = 0.43, p = .515, \eta^2 = .01$.

The results failed to provide sufficient evidence to support Hypothesis 2 that resilience training program would increase psychological well-being. There was no significant interaction demonstrating that changes in the variable over time did not depend on condition. Figure 2 displays only a slight increase in psychological well-being over time, with close and similar trends for the two conditions.

C. Empathy

To test if the “Building Resilience” Training affected empathy levels we conducted a mixed ANOVA evaluating changes in empathy over time (three time points within-person) and between conditions (experimental vs. control) for the sample who completed all three time points ($N = 17$). Results showed a significant change over the three time points, $F(2, 30) = 5.33, p = .010, \eta^2 = .26$, with empathy unexpectedly decreasing from Time 1 to Time 3 (see Figure 3). There was no significant difference between conditions (control vs. experimental), $F(1, 15) = 0.83, p = .377, \eta^2 = .05$. However, results indicated no significant interaction of time and condition, $F(2, 30) = 2.08, p = .124, \eta^2 = .12$.

Due to the difficulty retaining participants across all three time points, I also conducted analyses for the sample who completed at least two time points ($N = 38$). Mixed ANOVA results showed a significant change in empathy over time $F(1, 36) = 5.89, p = .020, \eta^2 = .12$, with empathy decreasing from Time 1 to Time 2 (see Figure 3). There was no significant difference between conditions, $F(1, 36) = < 1, p = .980, \eta^2 = < 1$. In addition, results indicated no significant interaction of time and condition, $F(1, 36) = 0.28, p = .599, \eta^2 = .01$.

Results failed to provide sufficient evidence to support the initial hypothesis that participation in the “Building Resilience” training program would increase empathy following

the training as changes in empathy between groups were not attributed to when participants received training.

D. General Resilience Knowledge

To test if the “Building Resilience” Training affected General Knowledge levels we conducted a mixed ANOVA evaluating changes in General Knowledge over time (two time points within-person) and between conditions (experimental vs. control) for the sample who completed all three time points ($N = 11$). Results showed no significant change over the two time points, $F(1, 9) = 0.95, p = .353, \eta^2 = .09$. There was no significant change between conditions (control vs. experimental), $F(1, 9) = 2.11, p = .180, \eta^2 = .19$. In addition, results indicated no significant interaction of time and condition, $F(1, 9) = 0.16, p = .701, \eta^2 = .02$.

Results failed to provide sufficient evidence to reject the null hypothesis as shown in Figure 4. Therefore, participation in “Building Resilience” did not increase individuals’ general knowledge of psychological resilience following the training. The knowledge exam consisted of only ten questions and the retention rate for individuals who completed the second and third survey was very low. There could have been validity issues in the designing of the knowledge test that affected the results. Retention of information is a challenge for many training programs. Greater attention to this area should be a part of the design process of future resilience trainings to ensure maximum information retention and access post-intervention.

E. University Satisfaction

To test if the “Building Resilience” Training affected university satisfaction levels we conducted a mixed ANOVA evaluating changes in university satisfaction over time (three time

points within-person) and between conditions (experimental vs. control) for the sample who completed all three time points ($N = 17$). Results showed a significant decrease over the three time points, $F(2, 44) = 9.67, p < .001, \eta^2 = .31$ (see Figure 5) and no significant differences between conditions, $F(1, 22) = 0.32, p = .580, \eta^2 = .01$. However, there was not a significant interaction of time and condition, $F(2, 44) = 2.53, p = .091, \eta^2 = .103$.

Due to the difficulty retaining participants across all three time points, I also conducted analyses for the sample who completed at least two time points ($N = 38$). Mixed ANOVA results showed a significant change in university satisfaction over time $F(1, 43) = 21.66, p < .001, \eta^2 = .34$, with satisfaction decreasing from Time 1 to Time 2 (see Figure 5). There was no significant difference between conditions, $F(1, 43) = 0.23, p = .636, \eta^2 = .01$. Yet, results indicated no significant interaction of time and condition, $F(1, 43) = 0.52, p = .474, \eta^2 = .01$.

Results failed to show sufficient evidence to support the initial hypothesis that participation in the “Building Resilience” training program increases university satisfaction following the training as shown in Figure 5. The longitudinal design of this study, although important to learning the nuances of retention effectiveness in a training, drastically impacted the statistical power of the results due to a low retention rate ($N = 17$; 79% dropped out after T1). Thus, although there was a higher level of university satisfaction post-training for the experimental group compared to the control group, these changes over time did not significantly interact with condition, failing to support the idea that the training contributed to changes in satisfaction over time. Further research with a larger sample size may be able to show a more substantial effect.

General Discussion

Resilience interventions have been defined as programs that seek to increase the resilience in individuals or groups by targeting factors shown to increase resilience and healthy responses to stress overall helping individuals utilize these strategies in their daily lives (IJntema et al., 2019; Meredith et al., 2011). The “Building Resilience” training program used in this study did not support the initial five hypotheses. Although there was some evidence of group differences in study variables (e.g., satisfaction, empathy) and changes in these variables over time, the lack of time by group interactions suggestions that the resilience training was not the cause for these differences. This was likely due to a lack of power to detect significant interactions—this issue is discussed further in the limitations section. One interesting finding, however, was the strong correlations between resilience, empathy, psychological well-being and university satisfaction, supporting the idea that these concepts are related, even if we were unsuccessful at directly manipulating them through training. Prior to this study little to no research had been done looking at the relationship between resilience and empathy. After completing this study, there is support for the idea that resilience and empathy are indeed correlated. Psychology and social welfare are still in the beginning stages of understanding empathy as a construct. Its benefits in a workplace or higher educational environment are still widely unknown. What has been discovered however is that the opposite of empathy is shame. Shame prevents individuals from being vulnerable and authentic which can be toxic to a workplace environment and interpersonal relationships (Vogus & Stuffcliffe, 2007). Building meaningful, positive relationships can help an individual flourish in life, and having these resources to lean on during adversity could improve someone’s resilience. These findings lead to further lines of inquiry. Does someone need to be directly impacted by adversity in order to

increase their empathy for other's pain? If properly executed, could a resilience intervention also increase empathy? These and other future directions are addressed further below.

Limitations/Future Directions

Recruitment for participation in this study occurred through UAlbany SONA. The unpredictability of sign-ups paired with the primary demographic of WEIRD (Western, educated, industrialized, rich and democratic) participants serve as a limitation to the ecological validity of the study. Furthermore, the majority of the demographic is also first-year psychology undergraduate students. The ability to transfer findings to the workplace as opposed to a university is questionable. In the future, it would be valuable to recreate the study with adults across various industries. In addition, efforts should be taken to recruit a larger sample size for more reliable results with greater precision and power.

There is always some room for interrater variability when an intervention is conducted by various individuals. The script as seen in Appendix B was followed by each facilitator. Other similar factors that allow for variability include time of day, group dynamics and total duration of the program.

Minimal variability in findings can occur due to influences by various facilitators of the intervention, time of day it takes place, and overall duration. The particular factor that requires additional research is how much group dynamics influence effectiveness of the intervention. This study did not account for differences in extroversion and engagement levels of the group and how that affects individual retention and growth during the intervention. Further research should expand upon the relationship between social support, group dynamics, and resilience building.

In research studies it is important to only cause minimal harm to participants. This means that certain conditions cannot be replicated in a study. A primary component of resilience is adversity. Due to the potentially harsh after-effects of exposing participants to an adverse situation, it was chosen to not include that as part of the intervention. COVID-19 served as a measure of adversity however the effects of COVID-19 disproportionately affected some communities more than others and therefore could not be controlled for in the experiment. Speaking to the uniqueness of the COVID-19 pandemic it must be recognized that increases in resilience during this time period may not be attributed to the intervention but could somehow be a result of adapting to the pandemic.

Originally this intervention was designed to be used for an international business consulting firm. To that end, this training intervention was created in a hybrid virtual/in-person format to better serve its purpose. Further research could be done to see how findings translate in a completely virtual environment. Data collected from industry practice has shown “that an increasing number of organizations are implementing technology-based training in support of, or instead of, traditional forms of training” (Salas et al., 2012). Beyond the financial benefits of a virtual training program, cross-cultural communication and inclusivity amongst international business cohorts could be strengthened by utilizing virtual training programs. The term “cross-cultural training” has been gaining headway in the industry referring to trainings conducted to improve effectiveness or adjustment while working in a new culture (Benefits of training). Intentionality of future recruitment efforts should include participants from a vast range of countries and cultures to evaluate effectiveness globally.

As researchers continue to learn more about how resilience is expressed and affects an adult population the foundation of interventions needs to be rooted in past resilience research.

Scientists need to move towards agreement on a single solitary definition of resilience upon which to build future research. Without agreement on a conceptualization, resilience research hits a wall when it comes to transferability and replication. The resilience research community currently has a multitude of conflicting findings as a result of disunity in approach, foundation, and conceptualization of resilience as a concept. Agreement on a solitary definition for which future research to be based could help lessen this divide.

This current intervention was built upon the five major pillars of the PERMA model: Positive emotions, flow experiences, positive relationships, meaning and accomplishments. Further research should be done to continue to explore the relationship between resilience and flourishing. Seligman (2002) states, “positive psychology takes you through the countryside of pleasure and gratification, up into the high country of strength and virtue, and finally to the peaks of lasting fulfillment, meaning and purpose”. Resilience is rising from adversity stronger than before. Another way of framing that could be elevating from below or just at, baseline functioning to a higher level of functioning. In that form, resilience sounds awfully close to flourishing which Seligman defines as “to flourish is to find fulfillment in our lives, accomplishing meaningful and worthwhile tasks, and connecting with others at a deeper level—in essence, living the “good life” (Seligman, 2011). Flourishing allows us to live a fuller life. It allows us to truly lean into who we are and step into our strengths. We are more positive, happier and more confident. The natural connection between resilience and flourishing justifies future research.

In addition, further direction could include adding a portion of continual learning to the training. In an undergraduate environment it is not feasible to conduct a multi-year longitudinal study however in a company that could be a worthwhile addition to the study. Examining how

continual learning over several years affects retention and overall resilience building could yield important findings for the field.

Conclusion

Resilience research is necessary in order to better understand how humans cope and tackle adversity. These findings fail to support the effectiveness of the current Building Resilience intervention for improving resilience and related outcomes, likely due to a lack of statistical power. However, we also found significant associations between participants' resilience, psychological well-being, empathy, and university satisfaction, suggesting that future attempts to manipulate resilience should have beneficial consequences. Further research should explore the specific intervention components that best help participants to increase their resilience and retain that knowledge for years following the training.

References

- Ackerman, C. (2021, December 7). *Flourishing in positive psychology: Definition + 8 practical tips (PDF)*. PositivePsychology.com. Retrieved March 15, 2022, from <https://positivepsychology.com/flourishing/>
- Ackerman, C. (2022, May 2). *How to measure resilience with these 8 resilience scales (+PDF)*. PositivePsychology.com (2021, May 22). Retrieved October 19, 2021, from <https://positivepsychology.com/3-resilience-scales/>
- Brown, B. (2006). Shame resilience theory: A grounded theory study on women and shame. *Families in Society: The Journal of Contemporary Social Services*, 87(1), 43–52. <https://doi.org/10.1606/1044-3894.3483>
- CD-RISC: Home. (n.d.). Retrieved October 19, 2021, from <http://connordavidson-resiliencescale.com/>
- Chitra, T., & Karunanidhi, S. (2018). The impact of resilience training on occupational stress, resilience, job satisfaction, and psychological well-being of female police officers. *Journal of Police and Criminal Psychology*, 36(1), 8–23. <https://doi.org/10.1007/s11896-018-9294-9>
- Cohn, M. A., Fredrickson, B. L., Brown, S. L., Mikels, J. A., & Conway, A. M. (2009). Happiness unpacked: Positive emotions increase life satisfaction by building resilience. *Emotion*, 9(3), 361–368. <https://doi.org/10.1037/a0015952>
- Forbes, S., & Fikretoglu, D. (2018). Building resilience: The conceptual basis and research evidence for resilience training programs. *Review of General Psychology*, 22(4), 452–468. <https://doi.org/10.1037/gpr0000152>

- Gallup, I. (2021, December 7). *Employees need high wellbeing for high performance*. Gallup.com. Retrieved February 8, 2022, from <https://www.gallup.com/workplace/215924/well-being.aspx>
- Gallup, I. (2021, October 14). *How to improve employee engagement in the workplace*. Gallup.com. Retrieved October 19, 2021, from <https://www.gallup.com/workplace/285674/improve-employee-engagement-workplace.aspx>
- Gourani, S. (2019, July 7). The truth about adversity. *Forbes*. Retrieved October 19, 2021, from <https://www.forbes.com/sites/soulaimagourani/2019/07/07/the-truth-about-adversity/?sh=19c0b1b74de9>
- IJntema, R. C., Burger, Y. D., & Schaufeli, W. B. (2019). Reviewing the labyrinth of psychological resilience: Establishing criteria for resilience-building programs. *Consulting Psychology Journal: Practice and Research*, 71(4), 288–304. <https://doi.org/10.1037/cpb0000147>
- Ledesma, J. (2014). Conceptual frameworks and research models on resilience in leadership. *SAGE Open*, 4(3), 215824401454546. <https://doi.org/10.1177/2158244014545464>
- Lü, W., Wang, Z., & You, X. (2016). Physiological responses to repeated stress in individuals with high and low trait resilience. *Biological Psychology*, 120, 46–52. <https://doi.org/10.1016/j.biopsycho.2016.08.005>
- Madeson, M. (2022) *The Perma model: Your scientific theory of happiness*. PositivePsychology.com. (2021, September 10). Retrieved October 19, 2021, from <https://positivepsychology.com/perma-model/>

- Moor, C. (2022) *Resilience theory: What research articles in psychology teach us (+PDF)*. PositivePsychology.com. (2021, March 19). Retrieved October 19, 2021, from [https://positivepsychology.com/resilience-theory/#:~:text=Organizational%20Resilience%20Theory,-Just%20as%20people&text=Organizational%20resilience%20can%20be%20thought,\(Everly%2C%202011\)](https://positivepsychology.com/resilience-theory/#:~:text=Organizational%20Resilience%20Theory,-Just%20as%20people&text=Organizational%20resilience%20can%20be%20thought,(Everly%2C%202011))
- Ryff, C. D., & Keyes, C. L. M. (1995). The structure of psychological well-being revisited. *Journal of Personality and Social Psychology*, 69(4), 719–727. <https://doi-org.libproxy.albany.edu/10.1037//0022-3514.69.4.719>
- Salas, E., Tannenbaum, S. I., Kraiger, K., & Smith-Jentsch, K. A. (2012). The science of training and development in organizations. *Psychological Science in the Public Interest*, 13(2), 74–101. <https://doi.org/10.1177/1529100612436661>
- Seligman, M. (2018). Perma and the building blocks of well-being. *The Journal of Positive Psychology*, 13(4), 333–335. <https://doi.org/10.1080/17439760.2018.1437466>
- Spreng, R. N., McKinnon, M. C., Mar, R. A., & Levine, B. (2009). The Toronto Empathy Questionnaire: Scale development and initial validation of a factor-analytic solution to multiple empathy measures. *Journal of Personality Assessment*, 91(1), 62-71. <http://doi.org/10.1080/00223890802484381>
- Truitt, D. L. (2011). The effect of training and development on employee attitude as it relates to training and work proficiency. *SAGE Open*, 1(3), 215824401143333. <https://doi.org/10.1177/2158244011433338>
- Vanhove, A. J., Herian, M. N., Perez, A. L., Harms, P. D., & Lester, P. B. (2015). Can resilience be developed at work? A meta-analytic review of resilience-building programme

effectiveness. *Journal of Occupational and Organizational Psychology*, 89(2), 278–307.

<https://doi.org/10.1111/joop.12123>

Verdolini, N., Amoretti, S., Montejo, L., García-Rizo, C., Hogg, B., Mezquida, G., Rabelo-da-

Ponte, F. D., Vallespir, C., Radua, J., Martinez-Aran, A., Pacchiarotti, I., Rosa, A. R.,

Bernardo, M., Vieta, E., Torrent, C., & Solé, B. (2021). Resilience and mental health during the COVID-19 pandemic. *Journal of Affective Disorders*, 283, 156–164.

<https://doi.org/10.1016/j.jad.2021.01.055>

Vogus, T. J., & Sutcliffe, K. M. (2007). Organizational resilience: Towards a theory and research

agenda. *2007 IEEE International Conference on Systems, Man and Cybernetics*, 3418-

3422, <https://doi.org/10.1109/icsmc.2007.4414160>

World Health Organization. (1970, January 1). *The World Health Report: 2001: Mental health :*

New understanding, new hope. Retrieved March 15, 2022, from <https://www-ncbi-nlm-nih-gov.libproxy.albany.edu/pmc/articles/PMC2566704/>

Table 1

Criteria for Resilience Building Programs (IIntema et al., 2019)

Table 1
Checklist of Twelve Criteria That Need to Be Met in a Program for Building Psychological Resilience, Developed By Reviewing Terminology for Resilience (1–3), Definition and Conceptualization (4–9), Measurement (10–11), and Enhancement of Resilience (12)

Criteria	Examples/remarks
1. The topic of interest is psychological resilience .	Psychological resilience does not include biological types of resilience.
2. The working population for whom the program is intended is specified.	The population can be general (e.g., employees), multiple (e.g., police and military), specific (e.g., policemen), or a subpopulation (e.g., police recruits).
3. The work context in which the program is provided is specified.	E.g., health care, accountancy, law enforcement, education
4. Resilience is defined , incorporating the terms <i>dynamic process, adversity, and positive adaptation</i> .	An example definition is “a dynamic process representing positive adaptation to adversity”
5. The characteristics of the adversity that trigger the need for resilience are specified.	E.g., unemployment, change, bankruptcy; characteristics of adversity concern a single event or multiple events, the nature, intensity, duration, predictability, and frequency
6. An explanation is provided how positive adaptation is understood.	E.g., recovery, sustainability, growth
7. The process by which people adapt to adversity is displayed and explained.	Basic elements of a resilience process model are: preadversity adjustment, adversity, resilience mechanism, resources, outcomes.
8. The timing of the program is explained in relation to the adversity.	Before, during, or after the adversity
9. A general program aim and a specific program aim are provided. The general aim is to enhance resilience. The specific aim concerns which element(s) in the process of resilience is (are) targeted.	E.g., to enhance preadversity adjustment, to enhance resilience mechanisms, to enhance resources, to facilitate positive adaptation, to manage the amount and duration of adversity
10. An explanation is provided for how resilience is measured :	
a. which element(s) in the process of resilience is (are) measured, and	
b. at which time points so that change in resilience can be observed.	b. The time points can be determined in relation to the timescale of the program and of the adversity.
11. Specify whether there is a baseline level of a specific element of resilience at which people are eligible for the program.	
12. An explanation is provided for how the program enhances resilience:	
a. by which approach ,	a. E.g., cognitive-behavioral, scenario-, mindfulness-, skills-based
b. which mode of delivery , and	b. E.g., individual, group, electronic
c. in which time period (duration)	

Table 2*Descriptive Statistics and Correlation Matrix of Study Variables (Time 1)*

Variable	Mean	SD	N	α	1	2	3	4
University Satisfaction	3.45	0.77	201	0.74	-			
Resilience	3.76	0.65	199	0.87	.24**	-		
Empathy	4.06	0.54	196	0.88	.24**	.29**	-	
Psychological Wellbeing	3.06	0.77	189	0.83	.35**	.64**	.35**	-

**Correlation is significant at the 0.01 level (2-tailed)

*Correlation is significant at the 0.05 level (2-tailed)

Table 3*Correlation Matrix of Study Variables (Time 2)*

Variable	Mean	SD	N	α	1	2	3	4
University Satisfaction	3.19	0.88	53	0.81	-			
Resilience	3.89	0.59	45	0.86	0.21	-		
Empathy	3.77	0.77	45	0.91	.60**	.34**	-	
Psychological Wellbeing	3.11	0.78	44	0.83	.54**	.66**	.63**	-

Note: Correlation Matrix of Study Variables with Means, Standard Deviations and Reliability Estimates (Time 2)

**Correlation is significant at the 0.01 level (2-tailed)

*Correlation is significant at the 0.05 level (2-tailed)

Table 4*Correlation Matrix of Study Variables (Time 3)*

Variable	Mean	SD	N	α	1	2	3	4
University Satisfaction	3.08	0.76	28	0.6	-			
Resilience	3.66	0.53	28	0.78	0.13	-		
Empathy	3.5	0.74	28	0.91	.50**	0.12	-	
Psychological Wellbeing	3.47	0.64	28	0.6	0.11	.52**	0.32	-

Note: Correlation Matrix of Study Variables with Means, Standard Deviations and Reliability

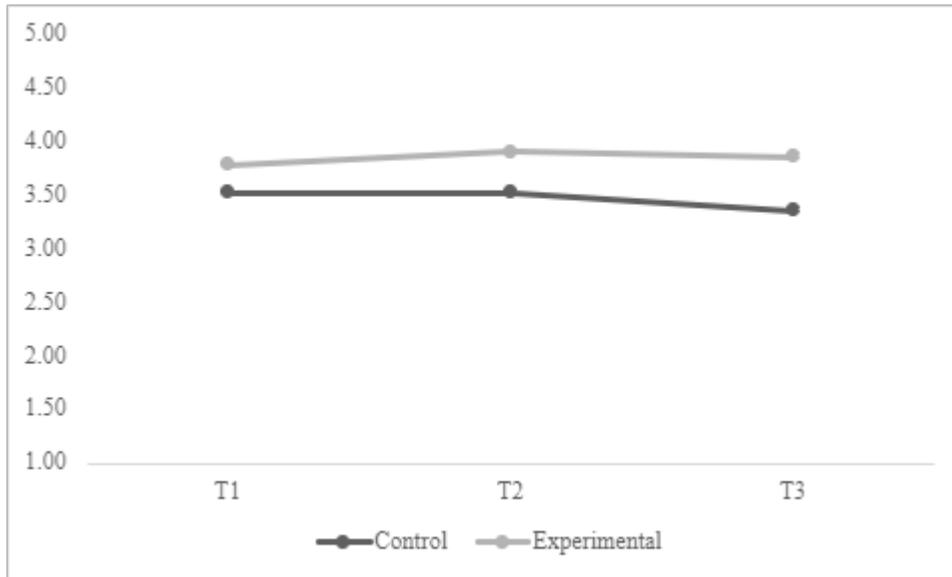
Estimates (Time 3)

**Correlation is significant at the 0.01 level (2-tailed)

*Correlation is significant at the 0.05 level (2-tailed)

Figure 1

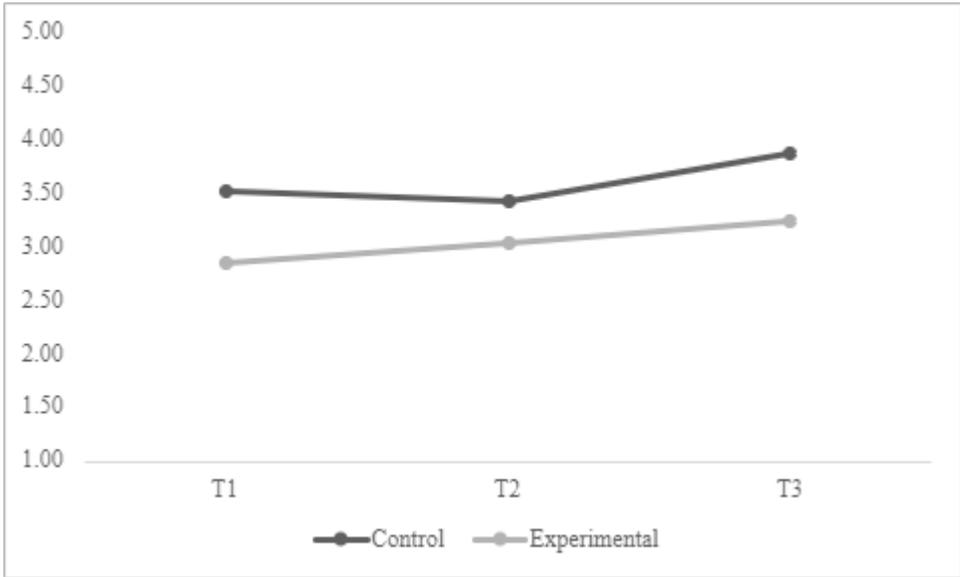
Resilience Change Over Time Between Conditions



Results from mixed measures ANOVA evaluating changes in resilience over time (three time points within-person) and between conditions (experimental vs. control) for the sample who completed all three time points.

Figure 2

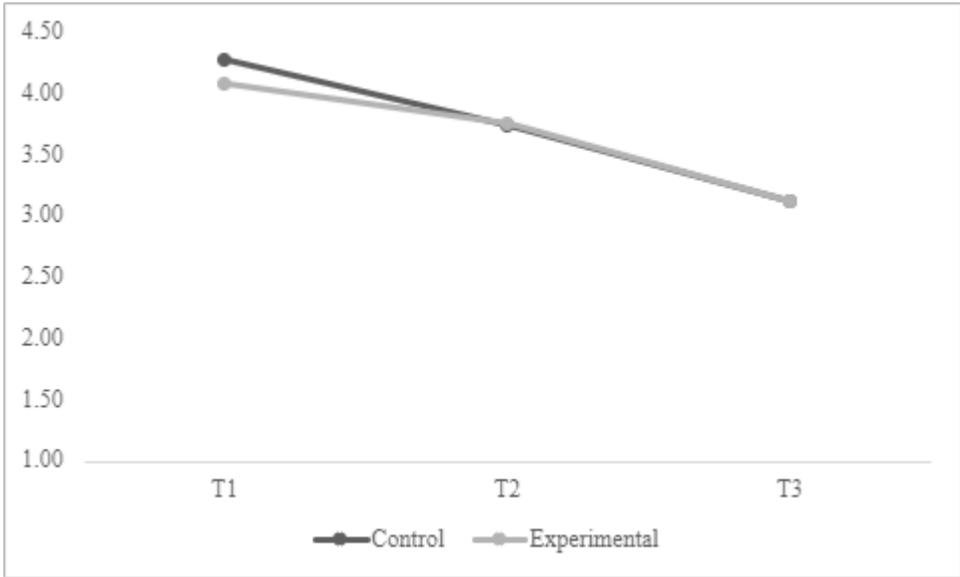
Psychological Well-being Change Over Time Between Conditions



Results from mixed measures ANOVA evaluating changes in psychological well-being over time (three time points within-person) and between conditions (experimental vs. control) for the sample who completed all three time points.

Figure 3

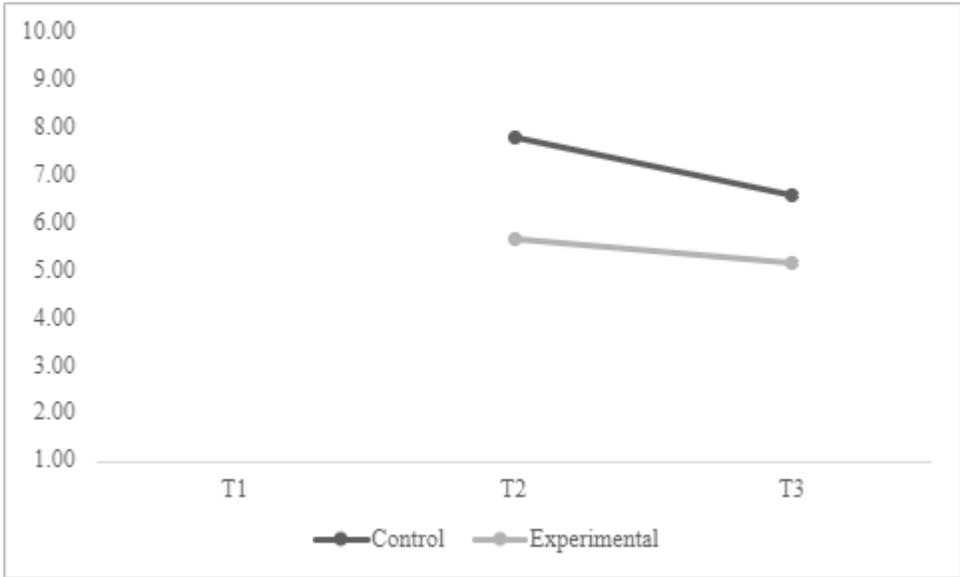
Empathy Change Over Time Between Conditions



Results from mixed measures ANOVA evaluating changes in psychological well-being over time (three time points within-person) and between conditions (experimental vs. control) for the sample who completed all three time points.

Figure 4

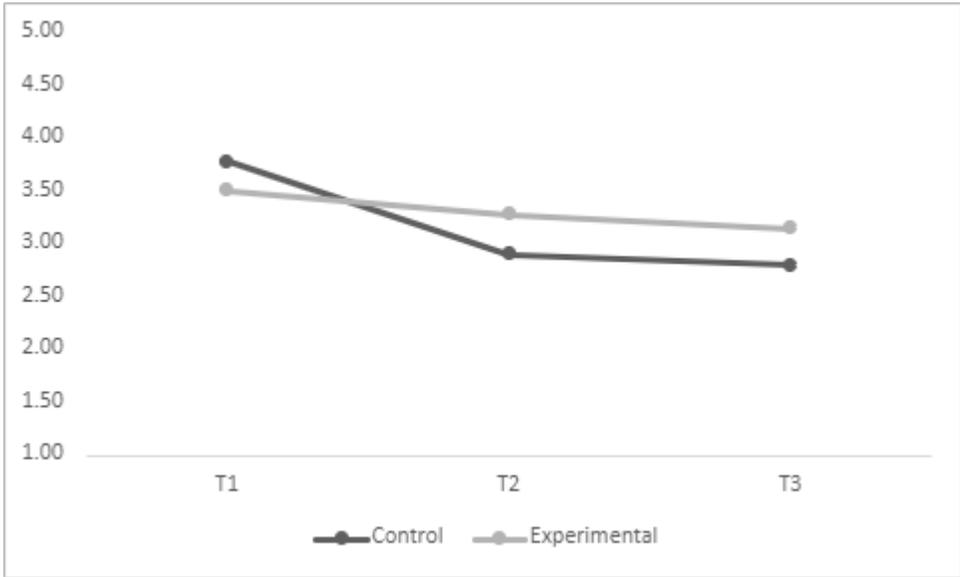
General Knowledge Change Over Time Between Conditions



Results from mixed measures ANOVA evaluating changes in general knowledge over time (three time points within-person) and between conditions (experimental vs. control) for the sample who completed all three time points.

Figure 5

University Satisfaction Change Over Time Between Conditions



Results from mixed measures ANOVA evaluating changes in university satisfaction over time (three time points within-person) and between conditions (experimental vs. control) for the sample who completed all three time points.

Appendices

A. Appendix A

Training Objectives

Specific Aim: Enhance resilience

Targeted Aim 1: Participants will gain knowledge on how the way they view the world affects their resilience as is measured by a content knowledge test post training.

Targeted Aim 2: Participants will be able to identify and apply their strengths as per the VIA strengths assessment in order to become more resilient as is measured by the Connor-Davidson Resilience Scale post training.

Targeted Aim 3: Participants will gain knowledge and skills in how to repurpose pain to find hope and meaning in it therefore increasing their resilience as is measured by the Connor-Davidson Resilience Scale and content knowledge assessment post-training.

B. Appendix B

Script:

Hello and Welcome everyone! Thank you for joining the training today. We are about 5 minutes in so I'm going to get started.

My name is **blank**, I a **year and major** here at UAlbany and I will be leading our session today along.

Before diving into the material for the day I'd like to get us all feeling comfortable, warmed up and learn a bit more about you all. So I have a little ice breaker question for us..

What is an unpopular opinion you hold?

Now I have a few rhetorical questions for you all to ponder.

Are you interested in having engaging and thought provoking conversations?

Are you interested in learning more about resilience?

Are you someone who wishes to strengthen their personal resilience and the resilience of their school, family, company, team, etc?

Are you willing to step outside of your comfort zone?

Are you looking to go on a journey?

If these statements resonated with you then you are in the right training. My hope for you for today is that you feel safe enough to have some good conversations, to challenge yourself a bit and step outside your comfort zone, to learn a few things you maybe didn't know before. I want to encourage you to speak up and participate, I know it can be a bit scary but growth is scary. So feel free to be bold today.

Now that being said if any of those things don't appeal to you than you're more than welcome to hope off the call at any time and you are not obligated to take part or share anything that you are not comfortable sharing. So, let's begin.

Post-it notes***

Continuing with sorting out our initial thoughts, I'd like to send you into the Breakout rooms for a few minutes to discuss the following questions and I'll drop these in the chat as well: How do you define resilience? We want to start building resilience but where do we start? (use Jamboard)

Go ahead and take 5 minutes to discuss this with your group and then we'll come back here to share our insights.

(go over and write down their main points, validate them and congratulate those who participate)

Mindset matters:

I have a short activity, I want you to take 2 minutes and make a list of how COVID-19 has affected you. Anything that you can think of when you think about the pandemic write down and try to use bullet points.

Explain activity.

How would you rank the happiness of Olympic gold medalists? (poll function)

Why do you think this might be?

We all have different ways of viewing the world.

So, What type of mindset should we strive for to be resilient?

Not always positive but balanced. Important to know what type of mindset you have.

To learn a bit more I want to share with you Martin Seligman's theory of Learned Optimism.

(Show video clip).

What major takeaways did you have from the video?

Our mindset determines how much energy we give a situation, how hard we really try to succeed or to listen. It affects how we learn, how we live.

Mindset effects how we view the world and how we respond to it. It might seem rudimentary and basic but that's where we have to start isn't it?

So how can we train our brains? Is it even possible?

What daily activities can we partake in to rewire our brains to be more resilient? (my contribution is a 15 minute pity party)

More examples:

Three good things...gratitude journal....positive quotes where you can see them...

Go to pump me up song drop it in the chat or feel good movie

Wrap up.... *Shifting gears...*

Self-awareness and emotional intelligence:

I was at a retreat with some good friends of mine, and we were talking about finding out who you are and being brave enough to share that with the world and my friend Andy said, “How can we show a confident self to the world if we don’t know who we are?”

When we look at role models often the quality we admire is authenticity which we waste time trying to copy but it can’t be copied, we have to find our own self, our own courage.

We don’t heal in private, we heal in public which can seem messy. Can at times feel wrong or like we aren’t polished, we aren’t enough, we don’t measure up to the standards. Which can make all of life harder really. But self-identity isn’t a puzzle where we have the pieces and we just find out where they go. It is something that is constantly changing as we change and grow and we have to give ourselves the space to do so. When we feel unsure lean into not out of who we are.

We’re actually better equipped to handle adversity than maybe even we realize. Positive psychology has a term called “strength blindness”. Human’s are notoriously bad at being self-aware and noticing things about ourselves, especially strengths. Strength spotting and why it is important.

Case study: Helen feels strong when she is teaching. One particular story was a lesson she did for fifth graders drawing a portrait of a famous person. She did not tell them who it was so that once they were finished they would be surprised. When it came time to the final reveal she had the kids do “silent drum roll” and it took them three tries to figure out what that meant. The students' sense of accomplishment and pride when they are done is beautiful, I know they have it in them to do great things but they don’t always think it. To think I had a small part in helping them believe in themselves and see their potential is the reason I became a teacher. This lesson was observed by my boss and she said it was my best lesson yet, it was the only lesson she had ever given me a perfect score on.

Strengths:

- Teaching
- Kind
- Hardworking
- Perseverance
- Intuitive

Weaknesses:

- leadership
- active listening

- public speaking
- consolidate information
- boring

Strength spotting:

- creative
- humorous
- dedicated
- humility
- teaching/communicating
- performing under pressure
- public speaking

Her backstory and struggles... Her boss had no previous experience working with children or art. Gave her a particularly rough time of things. This lesson she told her it was her best one yet. This was a huge deal.

Do you think resilient individuals utilize their strengths?

(refer back to their definition of resilience)

Being able to articulate who you are and what matters to you when maybe you can't find the words.

How can we fully utilize strengths if we don't know we have them? If we're so bad at being self-aware and recognizing our strengths how can we overcome this? Today we will be taking the VIA character strengths assessment to determine what our strengths are and then discuss how to better utilize these. (drop the link in the groupchat)

When nervous or unsure, lean into not out of who you are. It is your center when life feels overwhelming. You know who you are and what you value. It is your home base. As is the people around you. Your circle and support system and the way you attract the right support system who will show up for you the way you need them to is by being yourself. (Self-awareness is the first step in becoming more emotionally intelligent. We cannot express empathy to others until we have gone through the situation ourselves. Now that we know our own strengths better, we will have an easier time spotting strengths in others and encouraging their potential. We have to work on these skills in tandem in order to tackle adversity.)

Before we take a break I want us to revisit your definitions of resilience again. Take a minute to look it over and see if you want to make any amendments or changes. (share screen of their jamboard)

I want to share with you a story that I think will help you understand my definition of resilience.

You may write me down in history

With your bitter, twisted lies,

You may tread me in the very dirt

But still, like dust, I'll rise.

Does my sassiness upset you?

Why are you beset with gloom?

'Cause I walk like I've got oil wells

Pumping in my living room.

Just like moons and like suns,

With the certainty of tides,

Just like hopes springing high,

Still I'll rise.

Did you want to see me broken?

Bowed head and lowered eyes?

Shoulders falling down like teardrops,

Weakened by my soulful cries?

Does my haughtiness offend you?

Don't you take it awful hard
'Cause I laugh like I've got gold mines
Diggin' in my own backyard.

You may shoot me with your words,
You may cut me with your eyes,
You may kill me with your hatefulness,
But still, like air, I'll rise.

Maya Angelou, born April 4th, 1928 in St. Louis Missouri, USA. American poet, memoirist, and actress whose several volumes of autobiography explores the themes of economic, racial, and sexual oppression. She is a role model and inspiration to many because she was also just a little girl, just a little girl when a traumatic sequence of events and unrest within her home left her almost completely mute for several years. Her life was not one of luxury or ease. In 1940 she moved to San Francisco California where she worked intermittently as a cocktail waitress, a prostitute and madam, a cook, and a dancer. A woman who today is celebrated worldwide for her literary and theatrical creativity, insight and bravery. To me, A woman who embodies resilience.

Scholars debate what keywords should be included in the definition of resilience, it is referred to as the capacity to quickly overcome difficulties, mental toughness, how we handle adversity.

I define resilience as...

Let's simplify this shall we, resilience is being a badass and having so much humility that you don't recognize it. Resilience is tackling adversity with style and not letting life's difficulties make you bitter or hard. (mention Maya again, hammer story)

Rise from the fire like a phoenix, journey/process not a destination

short break

Healthy goal setting:

HOW DOES HAVING A PURPOSE IN LIFE MAKE US MORE RESILIENT?

In Celebrated Austrian psychiatrist and Holocaust survivor Viktor Frankl's (March 26, 1905–September 2, 1997), book *Man's Search for Meaning*, he described the pivotal moment in the camp when he developed meaning therapy. He was on his way to work one day, worrying whether he should trade his last cigarette for a bowl of soup. He wondered how he was going to work with a new foreman whom he knew to be particularly sadistic. Suddenly, he was disgusted

by just how trivial and meaningless his life had become. He realized that to survive, he had to find some purpose. Frankl did so by imagining himself giving a lecture after the war on the psychology of the concentration camp, to help outsiders understand what he had been through. Although he wasn't even sure he would survive, Frankl created some concrete goals for himself. In doing so, he succeeded in rising above the sufferings of the moment. As he put it in his book: "We must never forget that we may also find meaning in life even when confronted with a hopeless situation, when facing a fate that cannot be changed." (click) "A man who becomes conscious of the responsibility he bears toward a human being who affectionately waits for him, or to an unfinished work, will never be able to throw away his life. He knows the "why" for his existence, and will be able to bear almost any "how"."

Reframing activity: all day we've been building up to the most courageous thing you've had to do yet. I don't expect you to come to a 2 hr training program with me and suddenly have all of life's adversity and trauma fixed, it doesn't work like that. My goal is for you to walk away with at least one thing you didn't know before or that changed your perspective in a positive way. Resilience is a process, a life long process that you have to constantly be adapting.

Finding purpose in pain.

- I lived most of my life thinking I was an introvert now I see that the only definition of myself that matters is the one from within, I can change my narrative, I hold the pen and I chose who is in my circle.
- They say in life good and bad fall on everyone but for a long time I didn't see that to be true but then I realized, someone has to be first. Every pain I have survived has helped me lead support someone else through their pain.

I want to talk about healthy goal setting and how resilience means working on continuous self-growth and having forward momentum.

How can we connect our goals to our meaning, our purpose in life? How can we align our goals with our company's goals?

Synder's hope theory and pathways thinking: We begin with the assumption that human actions are goal directed. In order to reach their goals, people must view themselves as being capable of generating workable routes to their goals. Agency is the perceived capacity to use pathways to reach desired goals. Two athletes may have similar natural talents and yet the more hopeful should be more successful, especially during stressful points in their competition.

You will split into groups of two, follow through the document I shared in the chat and talk through a goal of yours if you feel comfortable doing so.

Wrap up: Resilience means investing in self-growth and continuous learning, seeking out opportunities to challenge ourselves, our knowledge, skills and abilities. Resilience means setting goals and working to reach them, connecting to a higher purpose and having hope supporting us along the way.

Conclusion:

Ever wonder why kids are so indestructible. They meet life on their own terms. That is true resilience.

Let's revisit our post its. Did you put yourself as resilient? Would you now?

A good, solid wrap up

The Buddha once asked a student: "If a person is struck by an arrow, is it painful? If the person is struck by a second arrow, is it even more painful?" He then went on to explain, "In life, we cannot always control the first arrow. However, the second arrow is our reaction to the first. With the second arrow comes the possibility of choice."

Thank you!