# DSR/HPLN Building Resilience – Take Aways

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| Group Reflection: Favourite person, Song, News item |
| Mental Toughness Index: Gucciardi, Hanton, Gordon et al. (2015) |
| Coping Styles: Coping Scale for Adults (CSA-2) - Frydenberg (2016) |
| Rational Emotional Therapy (RET) – Albert Ellis |
| Acceptance and Commitment Therapy (ACT) – Russ Harris (ACTCompanion – app)1. Mindfulness of the breath
2. The observing self
 |
| The Mindful Attention and Awareness Scale |
| Inventories: Resilience Quotient, Adversities – Reivich & Schatte (2002) |
| Boosting Emotional Regulation: Emotion regulation plan – Emotion radar |
| Boosting Impulse Control: Impulse control action plan – Thinking Traps |
| Boosting Causal Analysis, Self-Efficacy, Optimism: Causal Analysis Action Plan |
| IZOF/IPS |
| Third Space  |
| What ifs |
| Focus |
| Purpose Motive – 6 words |
| Fitting in Fitness: Lack of priority vs. lack of time |
| Strengths Spotting Personal Strengths Finding |
| Appreciative Inquiry Coaching |
| Other take-aways |

**Choose your favourite resilient person.**

* Name and age:
* Describe the early years of this person. What was their childhood like? What sort of teenager were they? What sort of adult life do/did they have?
* What makes this person special to you?
* How have they shown resilience in reaching their goals? Did they overcome hurdles or obstacles? Were there odds against them in anyway?

## Song lyrics on resilience.

* Song title, artist(s), writer?
* Background/theme of the song - hope, not giving up, trying your best etc.?
* Metaphors, similes, imagery used in the song?
* Impact of the song on you – inspire, provoke change, encourage etc.?

## News item(s) that illustrates resilience.

* What was the problem that needed overcoming?
* What motivated those involved to be resilient/persistent?
* Who helped them achieve their goal?
* How did they feel after they achieved their goals?

**Mental Toughness Index**

Please respond to the following statements that relate to your mental toughness. Circle the number that best represents your current self-rating. Total the score.

1 = strongly disagree, 2 = disagree; 3 = neutral, 4 = agree, 5 = strongly agree

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. I believe in my ability to achieve my goals.

***Self-belief*** | 1 | 2 | 3 | 4 | 5 |
| 1. I am able to regulate my focus when performing tasks.

***Attention regulation/Concentration*** | 1 | 2 | 3 | 4 | 5 |
| 1. I am able to use my emotions to perform the way I want to.

***Emotion regulation/Intelligence*** | 1 | 2 | 3 | 4 | 5 |
| 1. I strive for continued success.

***Success mind-set/Achievement motivation*** | 1 | 2 | 3 | 4 | 5 |
| 1. I effectively execute my knowledge of what is required to achieve my goals.

***Context knowledge/regulation (street smarts, sport IQ)***  | 1 | 2 | 3 | 4 | 5 |
| 1. I consistently overcome adversity.

***Bounce back/Buoyancy/Resilience***  | 1 | 2 | 3 | 4 | 5 |
| 1. I am able to execute appropriate skills or knowledge when challenged.

***Task awareness*** | 1 | 2 | 3 | 4 | 5 |
| 1. I can find a positive in most situations.

***Dispositional optimism***  | 1 | 2 | 3 | 4 | 5 |

Gucciardi, D. F., Hanton, S., Gordon, S., Mallett, C. J., & Temby, P. (2015). The concept of mental toughness: Tests of dimensionality, nomological network and traitness. Journal of Personality, 83, 26-44.

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| --- | --- | --- |
| **HOW OFTEN DO I USE IT?** | **THREE COPING STYLES**(Frydenberg & Lewis, 2014) | **HOW OFTEN IS IT HELPFUL WHEN I USE IT?** |

Very Often

Sometimes

Very Often

Often

Never

Sometimes

Seldom

Often

Seldom

Never

|  |  |  |
| --- | --- | --- |
| *USAGE* | **Productive Coping Strategies** | *HELPFULNESS* |
| 1 2 3 4 5 | WISHFUL THINKING e.g., I imagine that things will work out well. | 1 2 3 4 5 |
| 1 2 3 4 5 | IMPROVE RELATIONSHIPS e.g., I get into or improve an existing special relationship: partner, spouse, boy/girl friend | 1 2 3 4 5 |
| 1 2 3 4 5 | IGNORE THE PROBLEM e.g., I put the problem out of my mind. | 1 2 3 4 5 |
| 1 2 3 4 5 | HUMOUR e.g., I try to be funny. | 1 2 3 4 5 |
| 1 2 3 4 5 | SEEK SPIRITUAL SUPPORT e.g., I pray for help and guidance so that everything will be all right. | 1 2 3 4 5 |
| 1 2 3 4 5 | PROTECT SELF e.g., I improve my appearance. | 1 2 3 4 5 |
| 1 2 3 4 5 | FOCUS ON THE POSITIVE e.g., I look on the bright side of things and think of all that is good. | 1 2 3 4 5 |
| 1 2 3 4 5 | SEEK RELAXING DIVERSIONS e.g., I make time for friends or family. | 1 2 3 4 5 |
| *USAGE* | **Non-Productive Coping****Strategies** | *HELPFULNESS* |
| 1 2 3 4 5 | DWELL ON THE NEGATIVEe.g., I keep thinking about my failures | 1 2 3 4 5 |
| 1 2 3 4 5 | SELF-BLAME e.g., I see myself as being at fault. | 1 2 3 4 5 |
| 1 2 3 4 5 | WORRY e.g., I worry about what is happening. | 1 2 3 4 5 |
| 1 2 3 4 5 | NOT COPING e.g., I get sick, headaches, stomach aches  | 1 2 3 4 5 |
| 1 2 3 4 5 | TENSION REDUCTION e.g., I find a way to let off steam e.g., cry, scream, drink, take drugs. | 1 2 3 4 5 |
| *USAGE* | **Problem Solving Strategies** | *HELPFULNESS* |
| 1 2 3 4 5 | FOCUS ON SOLVING THE PROBLEM e.g., I develop a plan of action | 1 2 3 4 5 |
| 1 2 3 4 5 | SEEK PROFESSIONAL HELP e.g., I discuss the problem with qualified people | 1 2 3 4 5 |
| 1 2 3 4 5 | SOCIAL ACTION e.g., I join with people who have the same concern. | 1 2 3 4 5 |
| 1 2 3 4 5 | SOCIAL SUPPORT e.g., I talk to other people about my concern to help me sort it out | 1 2 3 4 5 |

**Productive Coping** reflects attempts to focus on the positive, seek spiritual help, attend to one’s self-image, retain a sense of humour and improve relationships, while finding time to relax and attempting to put the problem out of one’s mind. Generally healthy and helpful strategies.

**Non-Productive Coping** is characterised by a focus on the negative, worrying, blaming oneself, becoming physically unwell, and trying to relieve the stress by crying, screaming, drink or drugs. These strategies generally relate negatively to desired outcomes.

**Problem Solving** is a coping style that encompasses focusing on solving problems while maintaining a social dimension characterised by social action (meet with others), seeking professional help, and/or social support (talk to others). Generally healthy and helpful strategies.

***Coping can be considered a dynamic process shaped by situational demands and a person’s resources for coping.*** *It encompasses all our thoughts, feelings and actions to manage and reduce stress in response to the demands of our everyday lives. There is no formula for coping and no right or wrong coping, because there are different problems, situations, and different needs of each person. We need to deal with each problem situation by drawing on a range of coping strategies. Moreover, coping is not limited to successful efforts but includes all purposeful attempts to manage stress regardless of their effectiveness. However, we know that if we see events as within our ambit of control, we are more likely to use productive coping strategies.*

*A capacity to reflect on one’s situation and assess or develop the appropriate responses to a particular circumstance is most important. Understanding our coping style and reflecting on how we deal with problems allows us to see both the positive and negative strategies we tend to use.* ***Once we understand how we cope, we can learn to use more productive coping habits and minimise non-productive coping habits.*** *The development of coping language along with coping skills hold promise for our emotional health and wellbeing. Thinking about coping, developing the skills to cope by expanding one’s range of coping options are all-important in addressing the challenges of everyday living in the 21st century.*

*-* Erica Frydenberg (2016) *Resilience through the lens of coping.* Melbourne: ACER

**ACCEPTANCE AND COMMITMENT THERAPY (ACT)**

ACT is based on two main principles: **Mindfulness** and **Values**, which work together to help you to effectively handle stressful thoughts and feelings and create a rich, full and meaningful life

**Mindfulness** involves three skills

1. *Defusion*: When you learn to defuse painful and unpleasant thoughts, self-limiting beliefs and self-criticism, they have less influence over you.
2. *Expansion*: This means ‘making room’ for (accepting) painful thoughts and feelings and allowing them to flow through you without getting swept away by them.
3. *Connection*: This means living fully in the present instead of dwelling on the past or worrying about the future.

**Values** are your heart’s deepest desires for how you want to behave as a human being: what you want to STAND FOR in life. In ACT, you use values to give life meaning, purpose and direction. And you translate values into COMMITTED ACTION: you do what really matters to you.

*No thought is problematic in and of itself. Our thoughts only become problematic if we ‘fuse’ (get caught up) with them.* And *what is important is not whether or not a thought is true but whether or not it helps you to hold onto it!* **Russ Harris**

**Exercise 1. Mindfulness of the breath 11:17**

**Exercise 2: The Observing Self 15:58**

*Thinking Self* is responsible for thinking, planning, judging, comparing, creating, visualising, imagining, analysing

*Observing Self* is responsible for attention, awareness, consciousness, noticing, observing focus

In short: Your *Thinking Self* creates the thoughts. The *Observing Self* notices the thoughts.

**Exercise 3: Mindfulness in your morning routine**

Pick an activity that constitutes part of your daily morning routine, such as brushing your teeth, shaving, making the bed, or taking a shower. When you do it, totally focus attention on what you’re doing: the body movements, the taste, the touch, the smell, the sight, the sound, and so on. Notice what’s happening with an attitude of openness and curiosity. When thoughts arise, acknowledge them, and let them come and go like passing cars. Again and again, you’ll get caught up in your thoughts. As soon as you realize this has happened, gently acknowledge it, note what the thought was that distracted you, and bring your attention back to the shower.

**Recommended APPS**: *Act Companion (Russ Harris); Smiling Mind; Calm; Headspace*

**THE MINDFUL ATTENTION AND AWARENESS SCALE**

Brown, K.W. & Ryan. R.M. (2003). The benefits of being present: Mindfulness and its role in psychological well-being.  *Journal of Personality and social Psychology,*  84(4), 822-848.

How mindful are you? The Mindful Attention and Awareness Scale (Brown & Ryan,2003) is a set of statements about your everyday experience. Using the 1-6 scale below, indicate how frequently or infrequently you currently have each experience. Please answer according to what really reflects your experience, not what you think your experience *should* be. 1 = *almost always,* 2 =  *very frequently*, 3 = *somewhat frequently*, 4 = *somewhat infrequently*, 5 =  *very infrequently*, 6 =  *almost never.*

**Answer**

1. I could be experiencing some emotion and not be conscious of it until

some time later. ­­­­ \_\_\_\_\_\_\_\_

1. I break or spill things because of carelessness, not paying attention,

or thinking of something else \_\_\_\_\_\_\_\_

1. I find it difficult to stay focused on what’s happening in the present. \_\_\_\_\_\_\_\_
2. I tend to walk quickly to get where I’m going without paying attention to

what I experience along the way. \_\_\_\_\_\_\_\_

1. I tend not to notice feelings of physical tension or discomfort until they really

grab my attention. \_\_\_\_\_\_\_\_

1. I forget a person’s name almost as soon as I’ve been told it for the first time. \_\_\_\_\_\_\_\_
2. It seems I am ‘running on automatic’ without much awareness of what I’m

doing. \_\_\_\_\_\_\_\_

1. I rush through activities without being really attentive to them. \_\_\_\_\_\_\_\_
2. I get so focused on the goal I want to achieve that I lose touch with what I

am doing right now to get there. \_\_\_\_\_\_\_\_

1. I do jobs or tasks automatically, without being aware of what I’m doing. \_\_\_\_\_\_\_\_
2. I find myself listening to someone with one ear, doing something else at the

same time. \_\_\_\_\_\_\_\_

1. I drive places on ‘automatic pilot’ and then wonder why I went there. \_\_\_\_\_\_\_\_
2. I find myself preoccupied with the future or the past. \_\_\_\_\_\_\_\_
3. I find myself doing things without paying attention. \_\_\_\_\_\_\_\_
4. I snack without being aware that I’m eating. \_\_\_\_\_\_\_\_

**Total** = \_\_\_\_\_\_\_\_

To ascertain your level of mindfulness, please add together the scores for all items.

The higher your score, the greater your general level of mindfulness.

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| --- |
| **WHICH ADVERSITIES PUSH YOUR BUTTONS?**Read the following list and rate on a scale of 1 to 5 your difficulty in dealing with the various situations and emotions written there. A 1 means that the situation or emotion is not at all difficult for you and a 5 means it’s extremely difficult for you. For any situation rated a 4 or 5 try to remember a specific example of a time when you felt unhappy with your attempt to respond to the situation. |
| **1 = not at all difficult; 2 = somewhat difficult; 3 = moderately difficult; 4 = very difficult; 5 = extremely difficult** |
| Conflicts at work with authority | 1 | 2 | 3 | 4 | 5 |
| Conflicts with family members  | 1 | 2 | 3 | 4 | 5 |
| Conflicts with friends | 1 | 2 | 3 | 4 | 5 |
| Receiving positive feedback | 1 | 2 | 3 | 4 | 5 |
| Receiving negative feedback | 1 | 2 | 3 | 4 | 5 |
| Success | 1 | 2 | 3 | 4 | 5 |
| Failure | 1 | 2 | 3 | 4 | 5 |
| Spending time alone | 1 | 2 | 3 | 4 | 5 |
| Not having enough time for yourself | 1 | 2 | 3 | 4 | 5 |
| Taking on new responsibilities at work | 1 | 2 | 3 | 4 | 5 |
| Managing a hectic schedule | 1 | 2 | 3 | 4 | 5 |
| Juggling many tasks at once | 1 | 2 | 3 | 4 | 5 |
| Adapting to change | 1 | 2 | 3 | 4 | 5 |
| Attending social functions | 1 | 2 | 3 | 4 | 5 |
| Balancing your professional and personal life | 1 | 2 | 3 | 4 | 5 |
| Responding to negative emotions in others | 1 | 2 | 3 | 4 | 5 |
| Responding to positive emotions in others | 1 | 2 | 3 | 4 | 5 |
| Dealing with your own: |  |  |  |  |  |
|  anger | 1 | 2 | 3 | 4 | 5 |
|  sadness | 1 | 2 | 3 | 4 | 5 |
|  anxiety | 1 | 2 | 3 | 4 | 5 |
|  embarrassment | 1 | 2 | 3 | 4 | 5 |
|  guilt | 1 | 2 | 3 | 4 | 5 |
|  boredom | 1 | 2 | 3 | 4 | 5 |
|  frustration | 1 | 2 | 3 | 4 | 5 |
|  shame | 1 | 2 | 3 | 4 | 5 |
| Savouring happiness or contentment | 1 | 2 | 3 | 4 | 5 |

Each situation that you scored as a 4 or 5 is an adversity for you. Take a moment to look for any patterns in your adversities. Do you have more adversities in one domain of your life, personal or professional? Are there certain themes, such as conflict, time management, or dealing with authority, that are particularly troublesome for you? Do you feel stuck in certain emotions, whether they are positive or negative? When you take a look at your list of adversities, do they share common features?

*Source: Reivich, K. & Shatte, A. (2002). The resilience factor NY: Broadway Books*

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**Thinking Traps**

**Common mistakes in our Thinking**

**Personalizing:** The tendency to automatically attribute the cause of an adversity to one’s personal characteristics or actions. A ‘ME’ person. *Accountability is good – but you can’t blame yourself for everything.*

**Externalizing:** The tendency to automatically attribute the cause of an adversity to another person or to circumstances. A ‘NOT ME’ person. *Constantly passing the buck – shifting the blame.*

**Magnifying & Minimizing:** Exaggerating the importance of certain aspects of a situation and underestimating the importance of other aspects. Almost all Magnifiers & Minimizers will magnify the negative and minimize the positive. Not keeping things in proportion. *Blow up the bad/negate the good.*

**Mind Reading:** Expecting another person to know what you are thinking, or assuming that you know what another person is thinking. *Practicing telepathy without a license!*

**Pessimism:** Exaggerating the negative impact of an event. Always future oriented. It bleeds starting with achievement at work, then social life, then (mental) health status. *Occurs 3am – threats (still) come at night!*

**Overgeneralizing:** Jumping on thoughts about global qualities in oneself or others without the evidence to support it. *Character assassination or character suicide.*

**Emotional Reasoning:** Assuming that your emotions are accurate indicators of the nature of an adversity e.g., "I feel really depressed, so this problem must be uncontrollable" or “I’m feeling anxious so something bad must be about to happen”. Most insidious of emotional traps – circular reasoning.



**Individual Zone of Optimal Functioning (IZOF)**

***(Ideal Performance State, IPS)***

### “Pre-Game”

(day/night before work; morning/afternoon **before** work)

1. What essential **activities or behaviours** do you engage in **prior to best work performances** that you associate with your IZOF/IPS. What do you feel you need to do? When?
2. Which **feelings or emotions** do you associate with your IZOF/IPS **prior to best work performances**? How do you want to feel before going to work? How do you achieve this?

### “During-Game” @ Work

1. What essential **activities or behaviours** do you engage in **during best work performances** that you associate with your IZOF/IPS. What do you feel you need to do?
2. Which **feelings or emotions** do you associate with your IZOF/IPS **during best work performances**? How do you want feel during work? How do you achieve this?

### “What ifs..”

Thinking ahead vs. thinking negatively.

Identify critical moments at work that require resilience and describe how you will practice dealing with them **before they occur**.

"So, if or when this happens………………….” “I will say and do this………"

*e..g. “When emails interrupt ...” “this is not one of the 3 times/day*

 *I check emails, what is it I have to do*

 *right now?”*

1. 1.

2. 2.

3. 3.

## Focus

**What are the critical moments at work that require resilience? What should you pay attention to at these critical moments?**

|  |  |
| --- | --- |
| ***Critical Moment* at work** | **1 or 2 *Critical Cues* at this critical moment** |
| Deadline for my report looms next week | **W.I.N. W**hat’s **I**mportant **N**ow? (FOCUS)What can I do right now that will move my report forwards? |
|  |  |
|  |  |

## FITNESS THAT LASTS A LIFETIME

**INTRINISIC MOTIVATIONS FOR PHYSICAL ACTIVITY**

You’ve probably heard that exercise is good for you, but you may not be aware of the many ways being active can not only improve your health, but improve your life. In fact, there at least 60 documented benefits of physical activity. Some benefits are noticed right away, either during activity or immediately after.

Researchers have discovered that people who are more aware of the intrinsic motivations (motivations that come from within) are more likely to consistently include physical activity into their week. No medication or pill can provide the long list of intrinsic benefits that you may experience when you simply move your body. Here’s a list of the immediate benefits many exercisers notice.

Being physically active ….

* Increases energy levels.
* Produces a sense of accomplishment or empowerment
* Improves sleep patterns.
* Intensifies hunger signals throughout the day.
* Reduces feelings of stress and anxiety.
* Results in fewer body aches and pains (low to moderate intensity).
* Improves sensitivity to the body’s own insulin, immediately improving blood sugar control.
* Improves self-esteem.
* Improves body image.
* Increases mental focus.
* Increases strength and stamina.
* Decreases depression and stress levels.
* Improves digestion.
* Increases flexibility.
* Alleviates menstrual cramps.
* Enhances coordination and balance.
* Increases range mobility and range of motion.

Overall, being physically active feels good, improving mood and disposition. Which of these benefits have you already noticed?

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Which of these benefits would you like to pay closer attention to next time you are physically active?

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Based on Mahle Lutter, J., Rex, J., Hawkes, C., and Bucaccio, P. (1999). Incentives and barriers to physical activity for working women. *American Journal of Health Promotion, 13*(4), 215-218.

From *Motivational Interviewing in Nutrition and Fitness* by Dawn Clifford and Laura Curtis. Copyright © 2016 The Guildford Press.

## FITTING IN FITNESS

**CREATIVE WAYS TO SQUEEZE PHYSICAL ACTIVITY INTO YOUR DAY**

It’s often challenging to find time to exercise. Many believe that exercise has to look a certain way or be a certain length in order for it to “count.” The truth is that any time you move your body it counts as physical activity.

If you’re feeling too busy to work out, consider incorporating these quick little bursts of physical activity into your day:

* Park in the farthest spot in the parking lot and walk.
* Take the stairs instead of the elevator/escalator.
* Take a 10-minute walk on your lunch break or during rest period.
* Walk or bike to work, or drive halfway to work and walk or bike the rest of the way.
* Walk or bike to the store for light groceries.
* Take a stretch break every 2 hours to get your blood circulating.
* Walk around the perimeter of the field while your child is at a sports practice.
* Walk over to a co-worker’s office instead of calling, texting or emailing to ask a question.
* Initiate walking meetings at work when meeting with two or three people.
* Walk to the mailbox instead of picking it up in the car on your way in or out of the driveway.
* Walk around the block with your family after dinner.
* When watching a television program do strength-building activities during the commercial break (such as push-ups or sit-ups).
* Clean the house or garden.
* Turn on some music and dance in your living room.

Which of the strategies above, if any, sound like feasible ways to add more activity to your day?

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What other ideas do you have?

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Based on Kowalski, P. (2010). *A manual for exercise adherence consulting with college students. Unpublished master’s thesis,* California State University, Chico, CA.

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## Personal Strengths Finding

***Three truths:***

1. *As you grow older you become more of who you already are;*
2. *You will grow most in your areas of greatest strengths, NOT weaknesses;*
3. *Good team members deliberately volunteer their strengths to the team*

***What are strengths?***

*Your strengths are those activities that make you feel strong. The Department of Health team needs to know where they can rely on you the most, where your shoulders are broadest, where you will be most reliable and* ***most resilient****: and, of course, your strengths are the answer.*

***SIGN*** *of a strength?*

***S = success*** *you are effective, you are good at it..*

 ***I = instinct*** *can’t help yourself DOING it, wake up in the morning and can’t wait to do it..*

***G = growth*** *you feel you are growing and developing somehow DURING it..*

***N = needs*** *doing it fulfils an important personal need of yours, is intrinsically* *satisfying*

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1. **Personal Strengths**

Are there specific activities at which you consistently excel? Specific situations in which you have ‘good radar’ – see patterns, good ‘feel’ for what’s required, pictures of successful strategies? How did you get so good? How did you get from being good to being great?

* **My strengths are … OR I feel strong when I am.. doing what?”**
* **I deliver my best and feel in my element doing what?**
* **My favourite role(s) that I find most stimulating is(are)…**
* **Things I can do to build on my strengths and put myself into more situations where I am in my element are….**

## AI Coaching - Developing Resilience at Work

### DISCOVERY

* Describe what you consider resilience at work to be. Can you offer a definition, phrase or quote to describe it and provide an example?
* When recently have you displayed resilience and the ability to cope with stress at work? What was the situation which required coping behaviour?
* What attitude(s) did you adopt at that time? What were you thinking?
* Describe your emotions while you were coping with stress.
* How did you react? What did you do?
* What do you think your co-workers/peers would contend to be characteristics of your coping behaviour and the role of these characteristics?

*Coach’s focus in this stage:*

* Establishing a positive connection between coach and client
* Leading the client to a more empowering perspective
* Affirming a sense of the possible
* Cultivating and supporting the client’s belief in a positive future

### DREAM

* Imagine one night while you were asleep a miracle occurred, and when you woke up your coping behaviour was just as you’ve described, in all stressful situations. How would you know you were handling stress well?
* What would be different?
* What changed in your habits?
* Who would be the first to notice these changes?
* What will they say or do, and how will you respond?

*Coach’s focus in this stage:*

* Encouraging the client to create images of possibilities
* Inviting the client to give voice to his/her preferred future
* Affirming the client’s dream

### DESIGN

* How will you act differently to make the above work?
* How best can you develop your resilience and your ability to handle stress?
* Are there ‘significant others’ whom you feel play a crucial role in the development of your resilience and your ability to handle stress?
* What do you think these individuals do to help? What do they not do?
* Are there any techniques or methods that you have experienced which you feel influences your resilience and your ability to handle stress?
* Think of someone you know who you would characterise as being resilient and able to handle stress. How do you think they have developed their ability?

*Coach’s focus in this stage:*

* Assisting the client in bringing the dream into focus
* Affirming the reality of the dream
* Supporting mindful choices and actions

### DESTINY

* Reflecting on what you really want and where you are right now regarding resilience and coping with stress, what do you see as the most significant changes you could make that would help you get what you want?
* What one small change could you make right now, no matter how small, that would improve your resilience and your ability to handle stress? The change does not have to be a physical action – it could be a shift in thinking or attitude.
* Just try it. Do this small change today that will move you in the direction of what you want and when it feels comfortable or becomes a habit, consider making another small change using the same small steps.

*Coach’s focus in this stage:*

* Helping the client recognise his/her dreams in the present
* Enabling the client to expand his/her capacity to create the dream
* Supporting the client in holding faith when the going gets tough

The above process can be used to explore any attribute a coachee identifies as important in pursuit of his or her goals. Coaches could also embrace it as their primary coaching model and approach, or employ it as an additional tool within an established coaching practice, or apply selective elements of Appreciative Inquiry Coaching (AIC) such as appreciative language, questions, and tools to enhance other coaching methods. The underlying theory, principles and stages of AIC could also be used in training managers and supervisors in an educational or training context.