

## Module 1: The Organizational Resiliency Model

### Time Required

2 hours, 30 minutes

### Purpose

The purpose of this module is to review with participants the five core elements of resiliency and the organizational resiliency model, which were discussed in the preceding Webinars. Participants also will engage in activities that provide an opportunity for participants to review the five core elements of resiliency and dig deeper into their components.

### Lessons

1. Review of the Five Core Elements and the Organizational Resiliency Model (30 minutes)
2. Activities and Strategies (2 hours)

### Learning Objectives

By the end of this module, participants will be able to:

- Review how the five core elements of resiliency are integrated into the organization through policy, supervisory techniques, and competency-based training.
- Identify an activity for each of the five core elements that organizations can use to create strategies for building resiliency in staff and volunteers.

### Handout

- Module 1 Handout, T-Shirt Template for the “Design a T-Shirt” activity, one for each participant.

### Participant Worksheets

- Worksheet 1.1, A Day in the Life
- Worksheet 1.2, What Would You Do?

## **Equipment and Materials**

- Supplies for the “Design a T-shirt” activity:
  - ♦ Variety of colored markers
  - ♦ A variety of adhesive decorations (stars, letters, etc.)
  - ♦ Clothespins (two per participant)
  - ♦ String (30-40 feet long)

## **Preparation**

- Preview the video.
- Prepare copies of the T-Shirt Handout for the “Design a T-Shirt” activity, one copy for each participant.



**Show Visual 1-1.**

**Introduce** the module.



**Show Visual 1-2.**

**Review** the learning objectives.

By the end of this module, participants will be able to:

- Review how the five core elements of resiliency are integrated into the organization through policy, supervisory techniques, and competency-based training.
- Identify an activity for each of the five core elements that organizations can use to create strategies for building resiliency in staff and volunteers.

## **1. Review of the Five Core Elements and the Organizational Resiliency Model (30 minutes)**

**Paraphrase:**

Because it has been some time since we've worked with the five core elements of resiliency and the organizational resiliency model, we should take some time for a brief review. In this lesson we'll do activities that focus on each core element of resiliency and look at some of the components more closely.

Then we'll see how we can convert or modify those activities so that they can become strategies organizations can use to build resiliency in staff and volunteers. By digging deeper into each core element, you'll become more familiar with its characteristics, and it will be easier for you to create strategies on your own.



**Show Visual 1-3.**

**Paraphrase:**

As you'll recall from the Webinars, there are five core elements of resiliency: personal perspective and meaning, a sense of hope, healthy coping, strong relationships, and self-knowledge and insight.

Let's see how well you remember these elements and their components.



**Show Visual 1-4.**

**Introduce** the activity.

This activity provides an opportunity for participants to review the five core elements of resiliency and dig deeper into their components.



*Activity: The Five Core Elements of Resiliency (20 minutes)*

1. *Ask participants to close their manuals.*
2. *Show slides 1-5 through 1-15. The slides contain a question about an element of resiliency or a component of an element. The answer to each question is on the following slide.*
3. *Tell participants to call out the answer to the question when they know it.*
4. *Show the slide with the correct answer and briefly review what each element or component means. The questions and responses appear below, and can be used to guide the discussion.*

**Paraphrase:**

The questions and responses are included in the Participant Manual, so you can review after the activity.



**Show Visual 1-5.**

**Ask:** What are the components of personal perspective and meaning?

After participants respond, **review** by **paraphrasing:**



**Show Visuals 1-6 and 1-7.**

Personal perspective and meaning includes three components:

1. Morality and integrity.

Morality means knowing right from wrong, having low tolerance for outrageous behaviors, and having the courage to act to right a wrong.

Integrity is about consistency, that one's actions and beliefs are consistent with one's moral code.

2. Spirituality. Spirituality is a connection with the divine or sacred which helps form our values.

3. Coherent life meaning. Life meaning is about coming to a personal understanding of the “why,” both in terms of one’s life purpose (“Why am I called to work with children?”) and the more general question, “Why is the world the way it is?”

Each of these components builds upon the previous one to result in “meaning-making.” For example, a person may use their morality and integrity values and/or spirituality values to make meaning of the work they do with children.



**Show Visual 1-8.**

**Ask:**

Self-compassion is a component of which element?

After participants respond, **review by paraphrasing:**



**Show Visual 1-9.**

Self-compassion is a component of self-knowledge and insight, which includes three components:

1. Self-esteem – knowing who you are and what you stand for, and liking it.
2. Sense of control – recognizing that you have the ability to influence many outcomes in your life.
3. Independence – the ability to act freely, and the confidence to act.

Identifying your strengths and challenges means being honest with yourself. You know what you are good at and take pride in your mastery and competence in this work. When you identify a challenge, such as a skill you need to do the job better, you are confident in your ability to seek out the knowledge needed and learn something new.



**Show Visual 1-10.**

**Ask:**

What is commitment to the truth, as it applies to the element of healthy coping?

After participants respond, **review by paraphrasing:**



**Show Visual 1-11.**

Commitment to the truth relates to acknowledging that this work has an impact on all of us.

The component of healthy coping has two other components:

- Empathic attunement – what supervisors and managers model and develop in workers.
- Intentional practice – applying policies, practices, and resources to put people first.

As you’ve learned, resiliency is one’s ability to maintain one’s equilibrium or balance in the face of adversity. Healthy coping is central to achieving this balance and these three components – commitment to the truth, empathic attunement, and intentional practice – are instrumental in allowing a supervisor to support workers, retain staff, and promote resiliency.



**Show Visual 1-12.**

**Ask:**

What are the components of a sense of hope?

After participants respond, **review** by **paraphrasing**:



**Show Visual 1-13.**

A sense of hope includes three components:

1. A sense of humor – looking for things that help us shift our perspective. Healthy humor can often reframe a problem as a challenge rather than a catastrophe.
2. Ability to have fun – like humor, the ability to have fun is something that can shift the focus in the workplace.
3. Optimism – “One’s expectancy that good things rather than bad will happen” (Scheier and Carver 1985).

Hope is one of those areas where the work begins inside of us. We have to “get it” and practice it in our work and our lives first, before moving to where we can strengthen a sense of hope in our staff and volunteers. If we as leaders can be hopeful and model for our staff and volunteers that we believe that what we are doing can have a positive impact on helping children survive adversity, our demonstrated hope may help to develop and reinforce their capacity for hope.



**Show Visual 1-14.**

**Ask:**

Organizational culture is at the center of which element? And what are the three components of this element?

After participants respond, **review** by **paraphrasing**:



**Show Visual 1-15.**

Organizational culture is at the center of strong relationships. The three components are:

1. Attachment to others – being able to form bonds.
2. Seeking support – recognizing when you need help, and asking for it from those who can provide the type of help you need.
3. Giving support – having a willingness to provide others with what they need to accomplish a task or work through an issue. It also means *recognizing* when someone may need help, even if they haven't asked for it.

The ability to connect with others and to seek and give support enhances our lives as individuals, as well as our lives within an organization. Trust is a critical part of these components in our organizational model.

**Ask** participants to open their manuals. **Remind** them that all the questions and answers from the activity are included in the Participant Manual.

**Ask:** Are there any questions about the five core elements of resiliency?



**Show Visual 1-16.**

**Paraphrase:**

The organizational resiliency model is built on the five core elements of resiliency. It offers strategies organizations can use to integrate the five core elements into the organization to build resiliency in their staff and volunteers through policy, supervisory techniques, and competency-based training. These strategies are grounded in evidence, expert judgment, or practice wisdom.

Now that we've thoroughly investigated the five core elements of resiliency, let's do the same with the organizational resiliency model.

**Ask** participants and **allow** for several responses:

- When we refer to policies, what are some of the policies that your organization develops that affect resiliency? Do you have any influence over policy making?
- How about supervision and supervisory techniques? Most if not all of you attending this training are supervisors or managers. What can you do, at your level, to influence the resiliency of your staff?

- Finally, let's address competency-based training. Do any of your organizations have training related to resiliency? Can you tell us about them?

**Paraphrase:**

The video we're about to see covers some of the strategies that have been implemented for one of the elements, healthy coping. We'll play the video all the way through – it's about 5 minutes long – and then we'll discuss the components.

But we're going to have some fun with it. I want to see if you can identify the components of healthy coping: commitment to the truth, empathic attunement, and intentional practice.

When you hear a person in the video make a statement that relates to commitment to the truth, I want you to snap your fingers. When you hear a statement relating to empathic attunement, I want you to clap. And when you hear a statement relating to intentional practice, I want you to drum your fingers on the table. You'll see cues for these actions in the video: the words "Truth" for commitment to the truth, "Empathy" for empathic attunement, and "Practice" for intentional practice will appear on the screen as reminders.



**Show Visual 1-17.**

**VIDEO** Show the video *Three Functions of Supervision* (4:25) that is embedded in the PowerPoint presentation by clicking on the slide.

After playing the video, **discuss** the correct responses:

1. Pat Franklin referred to *empathic attunement* when she said, "We have to look at our staff and identify if they are at a point where they are burning out."
2. Ruthanne Mefford referred to *intentional practice* when she said, "The directors and the management have to . . . enable the staff members to be effective in their jobs."
3. Vicky Gwiasda referred to *commitment to the truth* when she said, "... it's a good thing for us all to see each other as we really are."
4. Leena Dev referred to *intentional practice* when she said that people at the upper levels of the administration need to empower their employees.
5. Karen Meredith referred to *empathic attunement* when she said that she is aware when her lawyers are feeling stressed.
6. Ronda Newman referred to *intentional practice* when she said she tells her employees to adjust their schedules if they have a particularly bad day.

- Michelle Trulstrup referred to *empathic attunement* when she said she looks at the whole person, not just the person as a volunteer.

If necessary, **replay** the video to point out the statements that reflect each of the components of healthy coping.

## **2. Activities and Strategies (2 hours)**

### **Paraphrase:**

We have some activities that are intended to build your understanding of each core element, and develop strategies you could implement through policy, supervision, or competency-based training.



**Show Visual 1-18.**

**Introduce** the activity.

This activity provides participants an opportunity to look at stress at work, and what the organization can do to help staff and volunteers address it.



*Activity: A Day in the Life (20 minutes)*

- 1. Refer participants to Worksheet 1.1, A Day in the Life, found in the Participant Manual, and read the description of Ellie's day.*
- 2. Tell them to discuss the related questions in small groups.*
- 3. Allow participants 5-7 minutes to discuss the questions.*
- 4. Have each group answer one question and report out to the group.*



**Show Visual 1-19.**

**Debrief** the activity by **asking** the following questions:

- Which elements is Ellie already addressing in her own self-care practice?
  - ♦ Healthy coping. Ellie has an exercise plan at the end of her work day, after she's taken care of work and family.
  - ♦ Personal perspective and meaning, and healthy coping/empathic attunement. Ellie has a connection with her clients and her work; she is going to visit the boy in detention, knowing that would be important to him.

- Which elements are not serving as a source of resilience for Ellie?
  - ♦ Self-knowledge and insight/sense of control. Ellie is not drawing clear lines between what is and what is not in her control;
  - ♦ Healthy coping/commitment to the truth or intentional practice. Ellie should expect that the day before her boss goes on vacation he may need time to talk to her, yet she has a very full day planned, so any request will stress her. She might have arranged for someone else to pick up her children after work, knowing it would be a long day.
- What could Ellie’s organization do to eliminate some of these stressors?
  - ♦ Make the workplace “safer.” Clients should not be able to “drop in” and come straight back to someone’s office.
  - ♦ Provide support to her supervisor so that he understands why Ellie is returning to the office later than expected and how to control his annoyance. He may need to examine what he is doing to foster resiliency.



**Show Visual 1-20.**

**Paraphrase:**

Let’s think about “A Day in the Life.” This activity encouraged you to think of ways to help Ellie, a fictional character, cope with stress she was feeling.

In competency-based *training*, you can use this same scenario as a training activity to introduce your staff to effective coping mechanisms. You could also use a real-life day-in-the-life case study to document exactly what your staff does throughout the day, then use this documentation to push for *policies* that address healthy coping.

What are some other ideas, techniques or strategies for strengthening these resiliency elements through policy, supervisory technique, or training?



**Show Visual 1-21.**

**Introduce** the activity.



**Activity: Design a T-Shirt (30 minutes)**

The purpose of this activity is for participants to have fun, tap their sense of humor and creativity, and reflect on what gives them hope.

1. *Distribute one Module 1 Handout, T-Shirt Template, and two clothespins to each participant.*
2. *Ask participants to use markers and adhesive decorations to design a T-shirt that answers the question, “What gives you hope?” It can be a word, a phrase, or a picture. It can be playful, humorous, or compelling.*
3. *While participants are working, string the “clothesline” across the room and tell participants to hang (tape) their “T-shirts” on the clothesline when they are finished.*
4. *When all the “T-shirts” have been hung, have each person come to the front of the room and describe why they designed their “T-shirt” the way they did.*



**Show Visual 1-22.**

**Debrief** the activity by **asking**:

What resiliency elements, or strength, is this activity designed to address?

- A sense of hope and the ability to have fun component.
- Personal perspective and meaning, and being able to develop some “coherent meaning” around what you see in this work.



**Show Visual 1-23.**

**Paraphrase:**

Let’s think about strategies using “Design a T-Shirt.” This activity was simply a fun activity that allowed you to be creative and think a little about what hope means to you. You can apply this activity at work by having staff design items for their offices, or for the organization. This would be a good *supervisory technique* to boost morale and promote a sense of hope. You could also conduct this activity at a staff meeting to allow staff and volunteers to share their personal perspectives with one another.

What are some other ideas, techniques or strategies for strengthening these resiliency elements through policy, supervisory techniques, or training?



**Show Visual 1-24.**

**Paraphrase:**

It’s important for the organization to create an atmosphere – a culture – where expressing one’s feelings in a positive way is modeled and appreciated.

Let's think about strategies for building strong relationships within your organization. Do you think your staff and volunteers feel supported? One strategy your organization can apply through *policy* is creating debriefing protocols like the one in the video. One *supervisory technique* for building stronger relationships is reviewing a difficult conversation you had with someone you supervise, asking yourself how you could have offered more support, then discussing it with the person involved.

**Ask:** What are some other ideas, techniques or strategies for strengthening this resiliency element through policy, supervisory techniques, or training?



**Show Visual 1-25.**

**Introduce** the activity.



**Activity: What Would You Do? (20 minutes)**

The purpose of this activity is for participants to explore another of the five core elements. .

- 1. Refer participants to Worksheet 1.2, What Would You Do?, in the Participant Manual, and read the scenario with Samantha and Kelly.**
- 2. Ask participants to discuss questions about the scenario in their small groups.**



**Show Visual 1-26.**

**Debrief** the activity by discussing the worksheet questions with the large group:

- Which element is Samantha already addressing in her own self-care practice?
  - ♦ Self-esteem, a component of self-knowledge and insight. Her self-esteem is based on her confidence in her own competence.
- Which elements are not serving as a source of resilience for Samantha?
  - ♦ Sense of Control, a component of self-knowledge and insight. Samantha has lost perspective on what's in and what's out of her control. Is it her fault Kelly attempted suicide?
  - ♦ Healthy Coping, boundaries. Since Samantha takes work home with her, she may not have strong boundaries between work and home.



**Show Visual 1-27.**

**Paraphrase:**

Let's think about strategies using the What Would You Do? Scenario. This scenario is useful to review how to handle cases – not only to review procedural and ethical considerations, but to help staff understand how easy it is to become involved in a situation.

Scenarios or case studies can be used as *training* activity. Staff present and discuss several anonymous, difficult cases at a staff meeting and then comment on how they would handle the cases.

As a *supervisory technique*, you could make it a practice to spend some time at the end of each week meeting with staff members and volunteers to review selected cases. During the meeting, you would walk through details of the case to get a sense of the staff member's insight into the case, the boundaries he or she is setting, and the coping mechanism they are using, especially if the case is difficult.



**Show Visual 1-28.**

**Introduce** the activity



**Activity: Know Yourself (20 minutes)**

1. ***Place three tear sheets around the room. Divide the class into three groups and assign each group to a tear sheet. Tell one group to write "Self-Esteem" at the top of their tear sheet, another to write "Sense of Control," the third to write "Independence."***
2. ***Tell participants they have 2 minutes to think of as many ways as possible that these components can be demonstrated every day at work. These examples can be very simple. Before they begin, give each group an example of each.***
  - Self-esteem: Standing up for yourself when you are treated rudely by a co-worker.
  - Sense of control: Not becoming angry at that rude co-worker!
  - Independence: Deciding whether to go back to school for a master's degree. This would mean reducing your work hours.
3. ***Tell participants to write short responses, only one or two short words, because this is a timed activity.***
4. ***Tell the groups to begin. After 2 minutes, have the groups stop and report out.***



**Show Visual 1-29.**

**Debrief** the activity by saying:

Obviously, this activity reflected self-knowledge and insight, and all its components.

Let's think about strategies using Know Yourself. You can take this activity back to work and modify it for strategizing at the *policy* level with management. But rather than posing the questions as, "How am I demonstrating self-esteem, sense of control, or independence..." rephrase the question as:

- How can we build self-esteem, sense of control, allow for practice of independence and self-compassion?
- What are we doing now that is a barrier to these components, and what can we do to eliminate those barriers?
- What are some other ideas, techniques or strategies for strengthening this resiliency element through policy, supervisory techniques, or training?

**Paraphrase:**

You've seen several activities and strategies up to this point. In the next module, you're going to be developing your *own* strategies based on the specific needs of you organization.



**Show Visual 1-30.**

**Review** the learning objectives for this module and **ensure** they were met.

By the end of this module, participants will be able to:

- Review how the five core elements of resiliency are integrated into the organization through policy, supervisory techniques, and competency-based training.
- Identify an activity for each of the five core elements that organizations can use to create strategies for building resiliency in staff and volunteers.



**Show Visual 1-31.**

**Ask** if there are any final questions before moving to the next module.