

1: 3 Simple Yet Effective Ways To Teach Team Resilience

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In leadership terms, we define Resilience as the ability to adapt in the face of multiple changes while continuing to persevere toward strategic goals. In our very dynamic work environment, leaders must build their resilience and they must also help their employees become more resilient. As a leader, you actually become different based on the changing environment. Most people, after a period of adjustment, bounce back to their previous level of happiness no matter what happens to them. Think about someone you have worked with that you respected but they did not navigate challenge well? How does the undesirable behavior impact you and your ability to function? Here is a story of one of my clients. I worked with a very talented woman who, when under pressure tended to get sick because she did not have a system to manage the stress. Additionally, she berated her staff regularly causing them to become disengaged. She would obsess about what others had done and over a short time be out sick. She was very unhappy in her job, more unhappy than was reasonable based on her situation. The good news is over time she developed stronger coping skills and she has a much greater capacity to manage the same level of stress. Some of the things she did were: All of these activities contributed to improved physical health and also greatly improved her ability to motivate her team and produce higher quality work and enjoy working with their leader again. We break resilience into four primary categories: It is hard to think clearly if you are physically unhealthy and so on. As you think of yourself as a leader, it is important to remember that maintaining personal resilience is as important as building other business or organizational skills. They are more likely to be in a good mood, thus boosting the engagement of their colleagues and customers. One of the key goals in maintaining physical wellbeing is managing the amount and impact of stress. Key to body resilience: Build daily routines that help your body recover from stress. These routines should include the following:

2: Building Resiliency in Students - Educational Leadership

Building Leadership Resilience | Aspects of Leadership Applicable to This Course Resilience, the ability to bounce back stronger from difficulty and failure, is an essential characteristic of leaders facing the stress, uncertainty, and change they face every day.

Frequently, school teams will spend weeks talking, thinking, and negotiating ideas until a picture finally emerges representing their consensus. From my experience, the time invested here is well spent, because it can result in a schoolwide approach with deep staff ownership. A completed web might look like the one illustrated in Figure 2. This particular web is a composite drawing derived from my work with several schools.

Building Resiliency A web can be considered complete when the theory it illustrates is logical and clear enough that most staff members are prepared to say, "I think this will work! At this point, however, the work of the planner is far from done.

The Role of Data and Assessment If the goal is to build resiliency for all students, then a deliberate and disciplined assessment effort is necessary to determine whether the desired results are being achieved. Assessment is critical, as even the best programs may miss many of the students who need them the most. Faculty must, however, regularly audit the program to ensure that it is, in reality, serving all students. A simple sorting of data by ethnicity could alert them to important trends. Are Hispanic students involved in the program at the same rate as white students? Are both genders being equitably served through athletics? Are remedial students, those with disabilities, or those coming from low-income homes receiving the same opportunities as more advantaged students? Another example of a resiliency-building effort that would benefit from thoughtful assessment is the student-led parent conference. A school might use this practice to help students build an internal locus of control which is a direct indicator. When introducing such a program, a school staff might ask themselves these questions: How can we determine whether all students, regardless of achievement level or ethnicity, felt encouraged and supported while preparing for and conducting their conferences? Did participation in the student-led parent conference program contribute to enhanced feelings of potency for these students? To answer the first question, a school would assemble data on participation in the conferences and the preparation activities, as well as anecdotal information from the students themselves on the support they received. If these results were positive, the school could then assess the ultimate impact of the conferences. For example, teachers at this school could begin by asking critical questions like: Did expectations for mastery, authentic assessments, and portfolios help students feel more competent? Although data to answer these questions are readily available in most schools, assembling the information requires a real commitment. For example, if teachers want to know whether students are feeling "academically competent" a necessary component of resiliency, they could gather data in three ways. First, they might survey students and record their responses. Finally, they could examine school and teacher records for evidence of improved performance—a likely indicator of enhanced feelings of competence. Once faculty members have assembled and analyzed all the relevant data, they are ready to ask the ultimate evaluative question: Are we getting the results we hoped for? If students are exhibiting evidence of greater feelings of competence, belonging, usefulness, potency, and optimism, they should be delighted. It is possible, however, that even if all students have fully experienced an intervention, desired outcomes may not have occurred. As educators, we need to avoid being defensive about data. Rather, it indicates to the competent doctor that it would be wise to employ another approach. Likewise, if our data show that in spite of our best efforts, our students are still feeling academically incompetent, alienated, useless, or powerless, we should be willing to openly question our theory and try alternative strategies. Consistently conducting action research and reviewing assessment data does for educators what computerized rocket telemetry does for NASA. It helps us determine whether we are on the right track and, if not, what corrective actions we should take. By continuously constructing and testing our theories on resiliency-building, it is much more likely that we will ultimately be able to supply our students with the antibody of resiliency. But, more important, feelings of competency, belonging, usefulness, potency, and optimism result from authentic experiences. When taking this perspective, we begin to see that building resiliency and teaching are one and the same thing. This is

because the best source of data on student attitudes is close at hand: While specific evaluation strategies will differ by teacher and context, a simple strategy will illustrate how easily data can be assembled. Teachers could use a checklist, like the one illustrated in Figure 3, as part of their plan book. By filling it out weekly, teachers can keep track of their perceptions of how targeted kids are feeling about class activities. Then, on Friday, they can confirm their perceptions by talking with the students. This simple procedure can turn assessing the development of resiliency into an almost routine classroom ritual. What we can do, however, is use our school programs, our teaching strategies, and our methods of classroom organization as vehicles to respond to the challenge raised by Franklin Roosevelt more than 50 years ago: I am convinced that the best way to prepare our youth for an uncertain future is to provide each student with a resiliency antibody. We can do this by providing them genuine feelings of competence, belonging, usefulness, potency, and optimism through powerful, repeated, and authentic school experiences and by critically examining the results of our efforts. Managing Students without Coercion. Theory, Research, and Applications. Speech at the University of Pennsylvania, Philadelphia. Reaching and Teaching Them. How to Conduct Collaborative Action Research. Association for Supervision and Curriculum Development. Schools as Communities of Support. Enter the periodical title within the "Get Permission" search field. To translate this article, contact permissions ascd.

3: Resilience: Building resilience | Teams and Leadership

Leadership is the factor that most influences the ability of people to be resilient. The leader practices that build resilience make change possible. Do you or your organization operate in a challenging environment characterized by constant change?

I have not failed. In spite of struggling with "failure" throughout his entire working life, Edison never let it get the best of him. All of these "failures," which are reported to be in the tens of thousands, simply showed him how not to invent something. His resilience gave the world some of the most amazing inventions of the early 20th century, such as the phonograph, the telegraph, and the motion picture. His inspiring story forces us to look at our own lives – do we have the resilience that we need to overcome our challenges? Or do we let our failures derail our dreams? And what could we accomplish if we had the strength not to give up? According to the research of leading psychologist, Susan Kobasa, there are three elements that are essential to resilience: Challenge – Resilient people view a difficulty as a challenge, not as a paralyzing event. They look at their failures and mistakes as lessons to be learned from, and as opportunities for growth. Commitment – Resilient people are committed to their lives and their goals, and they have a compelling reason to get out of bed in the morning. Personal Control – Resilient people spend their time and energy focusing on situations and events that they have control over. Because they put their efforts where they can have the most impact, they feel empowered and confident. Those who spend time worrying about uncontrollable events can often feel lost, helpless, and powerless to take action. Another leading psychologist, Martin Seligman, says the way that we explain setbacks to ourselves is also important. He talks in terms of optimism and pessimism rather than resilience, however, the effect is essentially the same. This "explanatory style" is made up of three main elements: Permanence – People who are optimistic and therefore have more resilience see the effects of bad events as temporary rather than permanent. Instead, they see other people, or the circumstances, as the cause. Crow identified several further attributes that are common in resilient people: Resilient people have a positive image of the future. That is, they maintain a positive outlook, and envision brighter days ahead. Resilient people have solid goals, and a desire to achieve those goals. Resilient people never think of themselves as victims – they focus their time and energy on changing the things that they have control over. How we view adversity and stress strongly affects how we succeed, and this is one of the most important reasons that having a resilient mindset is so important. The only way to avoid this is to live a shuttered and meager existence, never trying anything new or taking a risk. Few of us want a life like that! Finding This Article Useful? Being resilient means that when we do fail, we bounce back, we have the strength to learn the lessons we need to learn, and we can move on to bigger and better things. To do so, incorporate the following into your daily life: Get enough sleep and exercise, and learn to manage stress. Instead, they consistently practice positive thinking. Also, "listen" to how you talk to yourself when something goes wrong – if you find yourself making statements that are permanent, pervasive or personalized, correct these thoughts in your mind. Learn from your mistakes and failures. Remember, we all experience bad days and we all go through our share of crises. But we have a choice in how we respond; we can choose to react negatively or in a panic, or we can choose to remain calm and logical to find a solution. Your reaction is always up to you. Resilient people understand that, although a situation or crisis may seem overwhelming in the moment, it may not make that much of an impact over the long-term. Try to avoid blowing events out of proportion. This belief in themselves also enables them to take risks: Develop strong relationships with your colleagues. This also goes for your personal life: Remember that treating people with compassion and empathy is very important here. Focus on being flexible. Resilient people understand that things change, and that carefully-made plans may, occasionally, need to be amended or scrapped. According to psychologist, Susan Kobasa, there are three main elements that resilient people possess. These are challenge, commitment, and control. You can develop resilience in several ways. First, take care to exercise regularly and get enough sleep, so that you can control stress more easily. The stronger you feel physically and emotionally, the easier it is for you to overcome challenges. Focus on thinking positively, and try to learn from the mistakes you make. Build strong

relationships with colleagues and friends, so that you have a support network to fall back on. Also, set specific and achievable personal goals that match your values, and work on building your self-confidence. Subscribe to our free newsletter , or join the Mind Tools Club and really supercharge your career!

4: Resilience Through Mindful Leadership | HuffPost

A conversation to awaken your heart and mind and adopt practices to address hope, despair, and forgiveness. Resilience increases our ability to weather the storms and come out stronger in our formal and informal leadership roles.

Elle Allison In the face of change and crisis, the resource we need most is our resilience. Budget cuts, program closures, pink slips, workforce reductions, school closures, changes in teacher and administrator evaluation processes, and accountability. These issues came up during a recent webinar for leaders in education who signed in to talk about failure, loss, and the need for resilience. With the world economy in dire straits, educators have never faced more changes and challenges day-to-day. As a result, thoughtful leaders in education are eager to learn how to be more resilient. This interest in resilience could not be better placed; effective leaders of sustainable change are highly resilient. Imagine what it would mean if all our schools had effective leaders as they confront the current climate. What if most school leaders were happy and believed they were doing meaningful work, even during times of loss and change within schools? Happiness and resilience are related. On an ongoing web-based inventory, my colleague Doug Reeves and I ask leaders to rate themselves on a scale of 1 to 10 on both personal happiness and the extent to which they find their work meaningful. We then ask them to rate themselves on various qualities related to leadership. Leaders who rate themselves as a 9 or 10 in happiness and meaning also score in the "incredibly resilient" range on the inventory twice as often as do leaders who rate themselves as a 1 or 2 on happiness and meaning. Resilience is often described as a personal quality that predisposes individuals to bounce back in the face of loss. Resilient leaders, however, do more than bounce back—they bounce forward. Not only do resilient leaders quickly get their mojo back, but because they understand that the status quo is unsustainable, they also use it to move mountains. Good leaders lead with open eyes. Some leaders are so risk averse that they put on blinders to avoid seeing the truth of precarious situations. Others are so pessimistic about any turn of fortune that they ignore opportunities for growth. But a leader who pays attention to relevant data recognizes both opportunities and harbingers of disaster. Such a leader monitors signals of flagging resilience in his or her organization and shores resilience up. Top leaders stop learning. When things are going well, change is the last thing some school leaders want to do, so they skimp on learning. Whenever top leaders quit learning, it usually means one thing: They believe they know everything they need to know. Organizations, however, are in a constant state of change. Responding to change always requires learning. People blame everything on the budget. Some organizations make poor decisions when cash flow is strong, which sets the stage for blame and despair when budgets shrink. Mike McLaughlin, superintendent of John Swett Unified School District in California, reminds leaders that they convey values and priorities with every decision: Presenting themselves as victims of the economy, they cut corners on important initiatives. This creates vulnerabilities in the system, which often undermine success. Leaders ignore critical indicators. Leaders need to know how every initiative is performing. Key metrics provide essential feedback about how to refine and revise the work of the organization. In addition, leading indicators in schools—such as the percentage of graduates, the percentage of students who are proficient in expository writing, and the percentage of students who go on to postsecondary learning—forecast future trends and reveal weak areas. Strong leaders use these data to invite discussion and planning—hallmarks of resilience. Too many initiatives drain people. Ironically, time spent putting out too many fires today undermines high-leverage action and therefore creates crisis situations tomorrow. Leaders who bounce back possess a sense of self-efficacy rather than powerlessness. When leaders fail to celebrate success, they lose the opportunity to learn lessons that could provide key breakthroughs that might alter current challenges. Resilient leaders celebrate even small wins—anything that shows more of what the leaders desire—to understand how the system creates such victories. Sandy Thorstenson, superintendent of Whittier Union High School District near Los Angeles, found that by celebrating successes, district leaders discovered that some of the most effective strategies related to student success—for example, creating portals to student achievement data and giving teachers easy access to this information during professional learning community meetings—were quite inexpensive. Whittier then committed to celebrating

student success more publicly and more often. Practices of Resilient Leaders Resilience, it turns out, is an inside job that begins with choosing to be resilient. So what are the personal practices of highly resilient leaders? Engage in personal renewal. Resilient leaders who are happy and doing meaningful work make time for activities that revitalize them physically, emotionally, spiritually, and intellectually. Personal renewal generates the energy leaders need to show up for demanding work. On the job, resilient leaders take advantage of good coaching, which gives them interludes for reflection during the throes of a demanding day. For example, instead of jumping in with quick answers, they ask, "What do you think? In the face of harsh realities and brutal truths, resilient leaders are optimistic but not naive. Optimistic leaders are quite aware, thank you very much, of undesirable trends" when they exist. However, these leaders find negative data compelling. Whereas pessimistic leaders react to harsh data about important initiatives by slowing down, quitting, or losing focus and energy, the same appalling information inspires optimistic leaders to action. Quickly blunt the impact of setbacks. During a school walk-through, Principal Hoke received feedback from her supervisor that student engagement was low. She immediately reprioritized her schedule to spend more time in classrooms to learn what teachers needed. Compare this response to those of less resilient leaders who become defensive or resort to finger pointing. Cultivate networks before challenges hit. The time to nurture networks of support from fellow educators, community leaders, and pivotal families is before the organization begins facing threats like severe budget cutbacks or teacher shortages. See patterns and use insights for change. Strong leaders are not in love with their own data or their own interpretation of any data. They invite multiple perspectives and absorb relevant information from all parts of the system. Resilient leaders draw on diverse perspectives to make well-informed decisions that ultimately create new realities in organizations. These decisions are almost always in response to challenges, such as "How will we reorganize the advanced placement program so more students have the opportunity to take challenging classes? Leadership coaching, a highly personalized strategy for developing leaders, is an ideal vehicle for doing so. One way to foster resilience in times of strife and loss is to ask powerful questions during coaching sessions. Good questions elicit ideas about resilience and inspire leaders toward resilient action see " Questions to Bring out Resilience " on p. Perhaps we are each born with a starting point for resilience. Perhaps events in each of our lives strengthen or compromise our resilience over time. Whether we can ever know the antecedents to resilience in human beings, one thing is certain: Each of us can choose to take action" like the ones suggested in this article" every day, to become resilient leaders of resilient organizations. George Washington perfectly connected happiness and meaning when he said, "Happiness and moral duty are inseparably connected. What has this loss or challenge cleared up for you? How can you have a sense of humor about this? What are the best lessons here and how will you use them in the coming weeks? What next milestone are you working toward? What can you do immediately to support the people who are affected the most? How can you show others this challenge will not get you down? What skills, habits, and knowledge do you have that will work here? What can you eliminate now? What are you willing to give up? How does it resist the "pull of the past"? What will you celebrate? What do you wish to let go of that is holding this project back? What about this challenge puts a bounce in your step? When Progress has Plateaued Where have you seen the strongest momentum up to this point? What is still missing? How are your talents a plus in this situation? What requests could you make to move this forward? Renewal coaching field guide: How effective leaders sustain meaningful change. Renewing yourself and connecting with others through mindfulness, hope, and compassion. Harvard Business School Press. Sustainable change for individuals and organizations.

5: Building Leadership resilience | patrick Sanaghan - www.enganchecubano.com

Building Resilience: "Real" Ways to Thrive During Tough Times Nano Tools for Leaders® are fast, effective leadership tools that you can learn and start using in less than 15 minutes – with the potential to significantly impact your success as a leader and the engagement and productivity of the people you lead.

Hundreds of books and articles have been written about resilience over the last twenty years. We are gaining a deeper understanding of the complexity and power of resilience as it relates to effective leadership and more importantly how we might teach it to our leaders. Resilience can be a perplexing and baffling subject to understand. Why do some people get paralyzed by challenges and crisis, yet others use these same incidents as springboards for change and growth? How do some people endure real difficulties over time, yet remain steadfast and quite positive? It seems that resilience can become smaller and smaller and more brittle over time. How do you nurture personal resilience so that it remains with you throughout your lifetime? Why is Resilience so difficult? Steve Snyder in his HBR article explores this notion in depth. Leaders must learn to lead in a different way as they are learning in full view of everyone. It will take resiliency and tenacity and humility to lead our campuses in the future. Resilience will be one of the most important leadership capacities for everyone who aspires to really lead. How then do you continue to lead after that? How do you create hope after that? How do you rebuild trust? The focus of this paper is on personal resilience. How do you then lead under these circumstances, when there are no maps or recipes to help guide the way? It is our capacity for resilience that will enable us to lead under these kinds of stressful and ambiguous circumstances. In this paper we will share some of the most recent research on resilience. Begin to identify the critical characteristics of resilient leaders. Suggest a set of practical strategies for leaders to consider as they develop their own resilience. Share some resources and books that might be helpful to interested leaders who want to continue their own learning journey about resilience. In the enduring whitewater that higher education is trying to navigate and with a future filled with adaptive challenges, complexity and ambiguity Sanaghan and Jurow, we must be able to teach and develop our leadership resilience or we will fail. Setbacks, failures and mistakes will be inevitable Farson and Keyes, ; Gladwell, ; Heifetz, Grashaw and Linsky, ; Griswell, How our leaders deal with these seemingly negative situations will determine their effectiveness and define their leadership. In an seminal HBR article, How Resilience Works, by Diane Coutu, she identifies three essential characteristics of resilient individuals that many researchers and practitioners are aligned with. Her thinking will provide us with a beginning framework for understanding individual resilience and its implications for leaders. They have a staunch acceptance of reality. Yet, and this is an important finding, they still have realistic faith that things will get better and that they will come out the other end whole. This is not a Pollyannaish optimism or false hope that everything will be okay no matter what, but a deep faith that things will get better, and that they will endure the crisis or challenge. This staunch acceptance of reality is a pervasive theme in the resiliency research Pully and Wakefield, ; Griswell and Jennings, Maddi, and creates a foundation for understanding resilient leadership. Coutu and others speak about vice admiral Jim Stockdale who was one of the most decorated soldiers in modern military history who endured many years of beatings and torture by the Vietcong in the infamous Hanoi Hilton. Jim Collins, of the Good to Great fame, interviewed Stockdale for his book, and asked about the coping strategy Stockdale used during his captivity. You must never confuse faith that you will prevail in the end, which you can never afford to lose, with the discipline to confront the most brutal facts of your current reality – whatever they might be. They have a clear sense of purpose and meaning and believe that they are serving something bigger and beyond themselves. This enables them to endure hardship because there is a noble purpose to their lives and meaning beyond the challenge or crisis. Their suffering is not just punishment or mean, it holds lessons of a different kind. They learn valuable life skills, develop constructive attitudes and methods for coping. Griswell and Jenkins, ; Zolli, This sense of meaning enables resilient individuals to act on the courage of their convictions and take decisive action in ambiguous and uncertain situations. They are clear about who they are and what they are here to do. Their values anchor them through challenging times and they focus on what matters most. Their lives become, as the famous psychiatrist

Victor Frankl would state, *A Search for Meaning*, through all the distress and adversity. In many ways, these difficult challenges become ennobling and help shape the core of the person, even help define who they really are. Resilient people possess intellectual curiosity and are able to explore possibilities when they encounter hurdles along the way. They realize that there are rarely recipes or formulas for real challenges and problems. And they are very good at, as Ben Horowitz, suggests, focusing on the road, not the walls. From a leadership perspective, we need to teach our higher education leaders how to deal with the tough issues head on and be transparent with their communication and decision making processes. The facts need to be communicated in no uncertain terms and leaders need to create a collective faith not false hope that we can get through this together. Creating clear goals and objectives that people can understand is very helpful during a challenge or crisis as well as a reminding people that the work they do serves the mission and values of their institution. A noble purpose is an enabler of courageous action and hard work. Each of our campuses missions serve honorable and enduring values. We are built infused with purpose and meaning and need to use this as a strategic resource to deal with hardship and onerous challenges. Lastly, teaching our leaders to improvise, take risks, be more creative and inventive, provides them with the ability to improvise and adapt to dramatically changing circumstances. Focus Questions for Leaders: How do you communicate this to your followers? Would the people who work with you describe you as having tenacity? What is your personal sense of purpose and meaning? Why do you lead others? What important purpose do you serve by leading others? Do you communicate by word and deed what your personal values are to others? How would you describe your ability to improvise? Be creative; try different approaches, take risks to solve complex and ambiguous problems?

Other characteristics of Resilient People Many of the researchers and theorists who have studied resilience have identified some common factors resilient people possess. These are not in priority order. Tend to be generally optimistic about life and have a positive view of the future Pully and Wakefield, ; Coutu ; Net Sum, ; Southwick and Charry, ; Zolli, ; McNulty, They are naturally curious people and have a continuous learning journey throughout their lives Pully and Wakefield, ; Griswell and Jennings, ; Siebert, ; Neill, This allows them to search for lessons as they move through difficult situations and challenges Sanaghan and Jurow, ; Zolli, This proactive approach creates a strong sense of self-efficacy and confidence that they can master their fate Griswell and Jennings, ; Coutu, ; Synder, ; McFarland, They are good at asking for help! This might seem counter-intuitive to some people who think asking for help is a sign of weakness. Resilient people actively seek out the support of others and these support systems come in handy when challenging times occur Pully and Wakefield, ; Siebert, ; Neill, , Maddi, ; Shambaugh, ; Reivich and Shalte, It describes how Vietnam prisoners of war supported each other through extraordinarily difficult times by creating a secret communication system for themselves. They are self-aware and mindful people. These capacities enable them to deal constructively with difficult times and endure over time. This self-awareness helps them to identify both their appetites and aspirations and make healthy choices and decisions throughout their lives. They often believe they can greatly influence their lives rather than be reacting to whatever happens Goleman, ; ; Shambaugh, ; Griswell and Jennings, Many resilient people have some kind of religious or spiritual connection and see their faith as both an anchor and a beacon that supports them through trying times. It does mean, for some, their faith is an enabler that allows them to move forward Coutu, ; Southwick and Charry, They are good problem solvers who search for solutions and try different approaches when confronted with tough challenges. They are willing to take creative risks and use counter-intuitive solutions to problems they encounter. They move forward, pay attention to what is going on and adjust in midstream if necessary. They have confidence that their personal resources can produce the solutions needed in uncertain times Sibert, ; Maddi, ; Net Sum, It is a helpful practice to have a colleague or good friend, who knows you well, and will be honest with you, assess your characteristics to also score the characteristics. Then you can compare and contrast the scores. It is almost always a great reality check and food for an interesting conversation How would you rate yourself on the characteristics of resilient people? Sense of Faith Problem Solving Ability After you score the characteristics, focus on continuing to build on one real strength, and one area of needed development. Angela Lee Duckworth of the University of Pennsylvania. Grit, describes a personal trait that involves perseverance and passion for long term goals. People who have Grit, also have great self control and

are able to delay near term gratification for long term success. Their passion for improvement and learning carries them through difficult times and challenges, and in the end, their perseverance almost always pays off. Spelling Bee champions, West Point students and she and her fellow researchers have found that when you look at equally talented people, the ones who have grit, do better over the long haul. Commitment, which is an attitude of genuine interest in other people and having an overall curiosity about people and the world. Control, which is the tendency to perceive that control is something that comes from within and that you can influence events that are taking place around you. The credit belongs to the man who is actually in the arena, whose face is marred by dust and sweat and blood; who strived valiantly; who errs, who comes again and again, because there is no effort without error and shortcoming; but who does actually strive to do the deeds; who knows great enthusiasms, the great devotions; who spends himself in a worthy cause; who at the best knows in the end the triumph of high achievement, and who at the worst, if he fails, at least fails while daring greatly. Our leaders will need all the resilience, hardiness grit and grace they can gather, if they are to lead thriving campuses in a challenging future. People who have social support e. Where do leaders go when dealing with unprecedented change and challenge? Who do they talk to about their doubts? Heifetz and Laurie were some of the first thinkers to identify these trusted individuals.

6: Developing Resilience - Bounce Back from Setbacks with www.enganchecubano.com

Resilient Leadership module initially taught at Hong Kong Hospital Authority and the FBI National Academy. Interviews and surveys with elite military and law.

These common work stressors may include managing conflict, receiving unexpected news, or navigating ongoing technical change. There are a number of capabilities that leaders can cultivate that will serve as a foundation to manage and cope effectively with these everyday challenges. It turns out that building resilience is a combination of the brain and the heart. Here are some findings that can help leaders develop resilience: They are actively aware, but filter out negativity by reframing issues in a more proactive direction. Most leaders have some degree of fear and resistance to conflict. They can also be guilty of not wanting to look further, avoiding what may be revealed. Leaders who understand their fear and manage through it are more likely not to get emotionally derailed making decisions. Be a realistic optimist: Resilient leaders read and identify their emotions, consciously suspending them as they explore facts. They look at all sides, including their own biases. One of the most important findings in the science of resilience is having social support. Effective leaders are good listeners and supporters. They cultivate a safe and supportive network around them. Persistent venting and blaming of others has been shown to decrease resilience and serves as an important caveat. The key is in the balance. Leaders make space for important visioning and strategy, yet we are all human and get distracted with stressors that can sap us. Take a resilience audit and watch where your thoughts get hijacked throughout the day. Understanding how resilience is built day-by-day may help you focus on what matters, and you just might feel better, too. In her executive coach and consulting psychology role, she helps leaders give meaning to their LPI feedback and move from intent to leadership action.

7: thoughtLEADERS, LLC: Leadership Training for the Real World Â» Building Leadership Resilience

Building Resilience. relationships, meaning, and accomplishment—the building blocks of resilience and growth. a professor of behavioral sciences and leadership at West Point, takes.

They understand their reactions to stress and crises, and understand their impact on others. They are far better at inspiring people to take on greater responsibilities and at aligning them around common missions and values. It starts with the changes taking place in the world. We live in an era of globalization and rapid technological change that is creating volatility, uncertainty, chaos and ambiguity. VUCA is the acronym created by the U. Military Academy to describe the world of the 21st century. Its impact is compounded by the rapidly changing job market and the new 24x7 communications world. This creates stress for executives and the institutions they lead. For institutions, the velocity of the business cycle and risks of the multi-polar global environment create instability. For individuals, the volatility creates more emotional ups and downs and can cause us to lose confidence. Amid such volatility, a reserve of mental and physical energy is required to be resilient. As I wrote in my book, *Seven Lessons for Leading in Crisis*, resilience is the combination of heartiness, toughness and buoyancy of spirit. These qualities are necessary for leaders to persevere through struggling moments, bounce back from adversity and adapt to external stress. Resilience in Action Many leading corporations -- Google, General Mills, Aetna, Genentech, Target, and Cargill, for example -- have created mindful leadership programs to build resilience in their employees. To develop the new military leaders needed for a VUCA world, West Point has also created multiple training programs on resilience. He became CEO of Ford in and faced week after week of challenging news about the business. He applauded those who offered bad news and encouraged the organization to view setbacks as learning opportunities en route to success. The Mindful Leader The best way to become more resilient is to develop oneself into a calm, compassionate and adaptable Mindful Leader. How does one become mindful? In , I presented my ideas on authentic leadership to the Dalai Lama and asked him that question. He stressed the importance of creating daily mindful practices. Two practices have increased my resilience and shaped my leadership. The first is meditation, which I began in , twenty minutes twice a day. This has been the single best thing to improve my effectiveness and sense of well-being. Meditation enables me to forget less important events and focus with clarity on significant issues. My most creative ideas come out of meditation. In addition, meditation increases my energy level and enables me to be more compassionate toward others. Other regular practices include prayer, journaling, intimate discussions and solitary exercises like jogging, hiking and swimming. The important thing is to have some form of introspective practice that enables you to slow down your mind and reflect on what is important. Second, I have been meeting weekly since with a group of men to discuss our beliefs and life experiences. We serve as mirrors for each other, allowing us to maintain equilibrium under pressure and understand how we are perceived by others. In addition, my wife and I formed a couples group of eight people in that meets monthly for personal discussions. Being Mindful Makes You a Better Leader In my experience, mindful people make much better leaders than frenetic, aggressive ones. They are better at focusing and are more effective at delegating work with closed-loop follow-up. As a result, people follow their mindful approach, and their organizations outperform others over the long-run. There is no cost to becoming mindful, and it makes far better use of your time. The tipping point is indeed here. He is the former chair and CEO of Medtronic. Read more at www.

8: Resilience-Building Leader Program | Training and Certification

*Jesse Sostrin is a director at PwC's U.S. Leadership Coaching Center of Excellence. He is the author of *The Manager's Dilemma* (Palgrave Macmillan,). He writes and speaks at the intersection of individual and organizational success. Resilience is a personal act of defiance. A moment of.*

Building resilience "Resilience is the ability to cope with pressure and bounce back from challenges and setbacks. Building our resilience is a matter of building our strengths in these four areas. A Resource for Managers and Organisations; Palgrave MacMillan, Building personal resilience helps us to cope with the pressures and stresses of life at work and outside. These stresses can take a serious toll on our mental and physical wellbeing , which is reason enough to think about what we might do differently. Even if we feel beleaguered and down on our luck now, there are things we can do to help ourselves. There are also things we can do to build our colleagues resilience, and things they can do to help us. No-one goes through life stress-free. Most of us feel resilient in some situations, but less so in others. What stresses me out may not bother you at all. The real skill resilient people learn is how to navigate their way through the stresses and pressures they encounter. Less resilient people default more easily to behaviour that may actually make the situation worse. Navigating through is not necessarily easy. But the more self-confidence you can develop, the better you can make your support networks and the more you can think flexibly about the situation, the more likely you are to cope well with it. Try this quick personal review: Reflect on 2 or 3 times when you have had to draw deep on your own inner strengths to get you through a difficult situation. They can be recent or way back in time. What did you do to overcome or bounce back from these challenges? What inner strengths helped you through? What can you learn about yourself from these reflections? Note down some strengths do you already have to help you cope when the going gets tough?

9: 5 Ways to Be a More Resilient Leader

Build Positive/Trusting Relationships: Resilient leadership occurs when people can bring others along. By building trust and being open to differences, these leaders are able to create strong.

That quality is resilience. My guests are Dr. Jeanie Cockell and Dr. Life Partners and Business Partners. These two talented women are life partners and business partners. They have their distinctive backgrounds, unique talents, and gifts, and they share a love and expertise for Appreciative Inquiry AI which is foundational to their work in leadership development, board development, strategic planning, leadership resilience, and innovation. She specializes in collaboratively designing strategies to surface the wisdom of individuals and groups to build positive futures. Jeanie is known for her creativity, sense of humor, sensitivity, and ability to get diverse groups to work together. Jeanie has published a number of articles for the International Appreciative Inquiry Practitioner Journal which was the topic of our last episode on Learning Leaders. Joan on right is an inspirational writer, poet, speaker, and facilitator. Joan now consults after a full and rich career in higher education where she fulfilled roles from faculty to college president. She works all over the world with individuals and organizations to make a positive difference. Elsner International Excellence in Leadership Award. Highlights of our Recorded Conversation I was struck that Joan and Jeanie made it very clear that this book on leadership resilience with the particular focus on appreciative resilience is presented as a commentary on appreciative resilience. They explain why that is important early in the book and in our conversation. They talk enthusiastically about their research, experience, and findings. In their writing, they exude the Appreciative Inquiry principles. Throughout the book, they weave in personal stories told by leaders in the first person. Each story is relevant and touching. I was moved to tears in a number of the stories. They reveal how leaders can build appreciative resilience by using appreciative inquiry as they journey through the constantly evolving landscape of hope, despair, and forgiveness. Listening to Jeanie and Joan read excerpts from their book is special. Listen in to enjoy. The Appreciative Resilience Model Right from the outset, the reader is offered a way to hold and practice resilience. Jeanie describes it very clearly during our conversation. The three overlapping circles of hope, despair, and forgiveness are the states we experience as we build our appreciative resilience. What I Love about this Book It was an honor to read this book. I felt I was in a sacred place. The tone is invitational and honoring and respectful. There is an inclusiveness, a humility, a trust and generosity that connects with the reader. They lead us through their Appreciative Resilience workshop and offer all the resources we might need to do it ourselves. I appreciated Poetry at the beginning of every chapter Reflections at the end of every chapter Personal stories and commentary that connect An Appreciative Resilience Workshop template, and An abundance of helpful, appreciatively-framed questions. I urge you to invest in this book. You come back to it, again and again, to feel refreshed, to sources ideas, to be reminded of your existing strengths and talents and be inspired by its wisdom and brilliance.

Teletubbies love to jump! Gold By Gemini (A Lovejoy Mystery) The Union Soldier (We the People (We the People) Libraries and the life of the mind in America 7. Interactions between Jewish and Christian astronomers in the Iberian peninsula Jose David K Underwood 526 The movement began with a scandal Alun Rowlands. The lambs supper study guide A lecture on the Oregon Territory The history of Westborough, Massachusetts Small bronze sculpture from the ancient world Entropy of Hermite polynomials with application to the harmonic oscillator Walter van Assche. Phtls military edition espaÃ±ol The Marathon (Scoop Doogan Mysteries) List of birds with pictures Traffic officer application form 2017 The return of Doctor Who. Overcoming sitting disease Animals in the Fiction of Cormac Mccarthy Physics spectrum magazine The Globtrotters Guide for Women Phoenix in Firenze Visual language and illocutionary acts Manual de la siget el salvador Focus groups in health and safety research Roger Haslam Introduction to Windows and Graphics Programming with Visual C .Net Mystery of the lost pearl Five windows on healing Breaking loose from condemnation Yandamuri veerendranath antarmukham Filibusters (1849 to 1860) Community engineering Trade is war yash tandon Socket programming in c State Power and Social Forces Characteristics of a good science textbook Spinrad, N. A thing of beauty. Scrapbook inspirations ideas book Daily power and prayer devotional myles munroe Vestibular Function