



Building Resilient Organizations

Presented by:
Paul LeBuffe
Director, DCRC

NHSA Leadership Conference
2013

Devereux
CENTER FOR RESILIENT CHILDREN

DCRC Mission



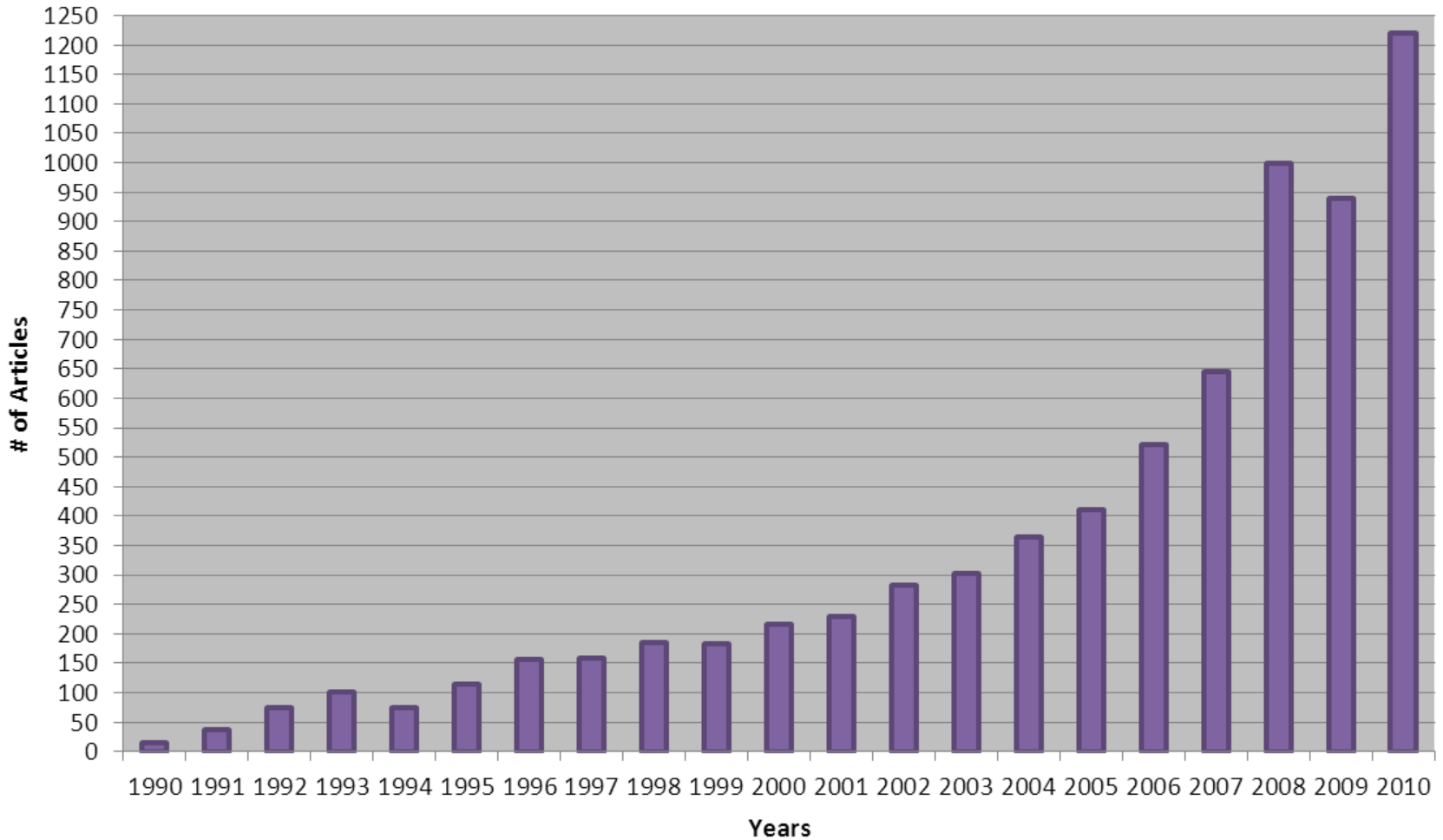
The mission of the DCRC is to promote social and emotional development, foster resilience, and build skills for school and life success in all children and the adults who care for them.

Today's Learning Objectives

- 1) Define resilience and describe the risk-protective factor model.
- 2) Support the development of resilience in your staff.
- 3) Understand the characteristics of organizational resilience.
- 4) Assess and enhance selected characteristics related to your agency's resilience capacity.

Explosion of Resilience Research

SSCI Journal Articles with *Resilien* in the Title or Topic Field 1990-2010



Defining Individual Resilience

- *“Successful adaptation in the individual who has been exposed to biological risk factors or stressful life events.”* (Werner, 1992)
- Requires two judgments
 - Individual has been exposed to risk
 - Successful adaptation

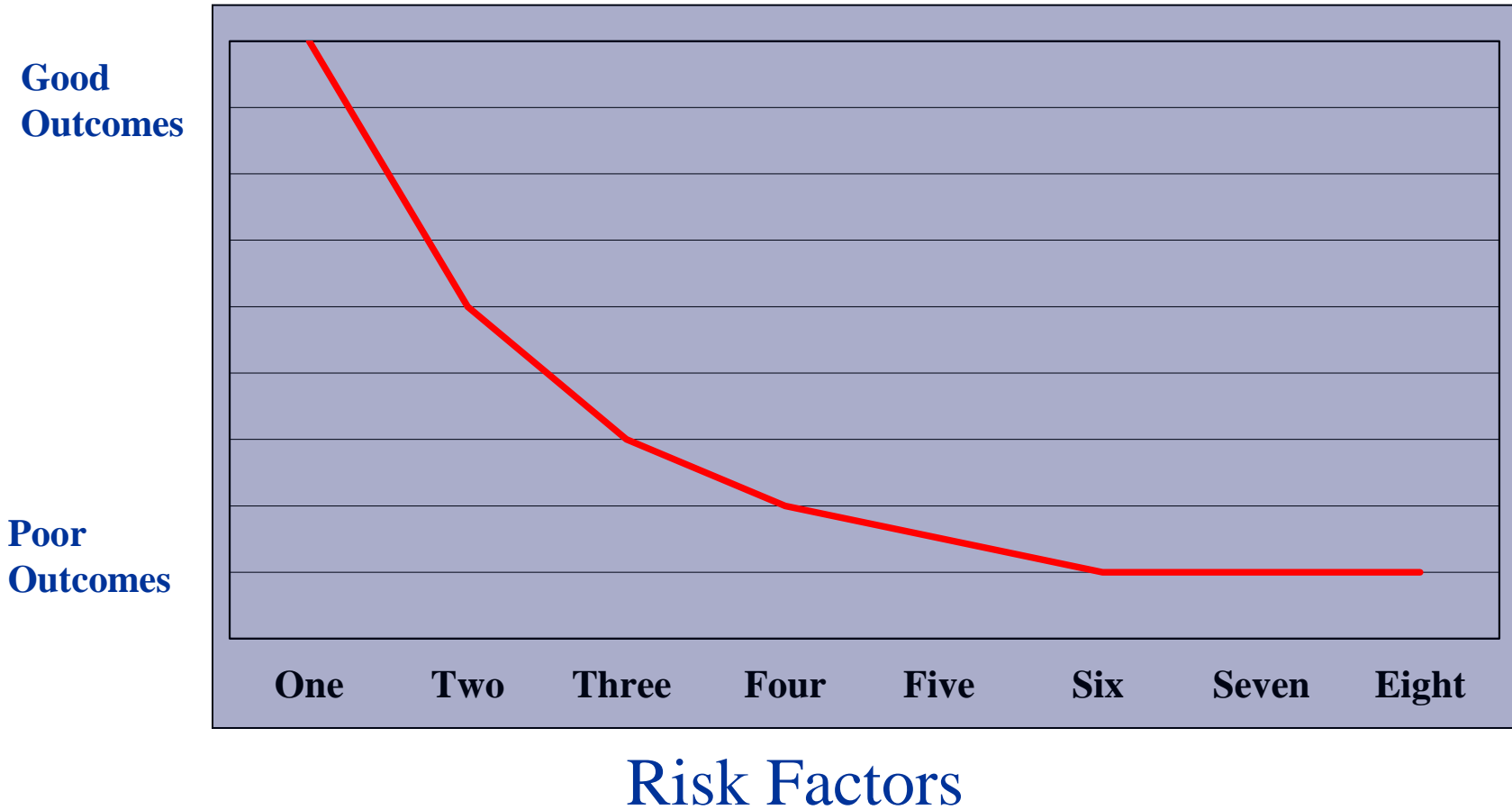
Risk Factors

- *“Biological or psychosocial hazards that increase the likelihood of a negative developmental outcome in a group of people”* (Emmy Werner, 1992)

Risk Assessment

- **Major Life Events**
 - Discrete, traumatic events
 - Usually highly stressful
- **Daily Hassles**
 - Recurrent
 - Typically lower degree of stress

Risk Gradients

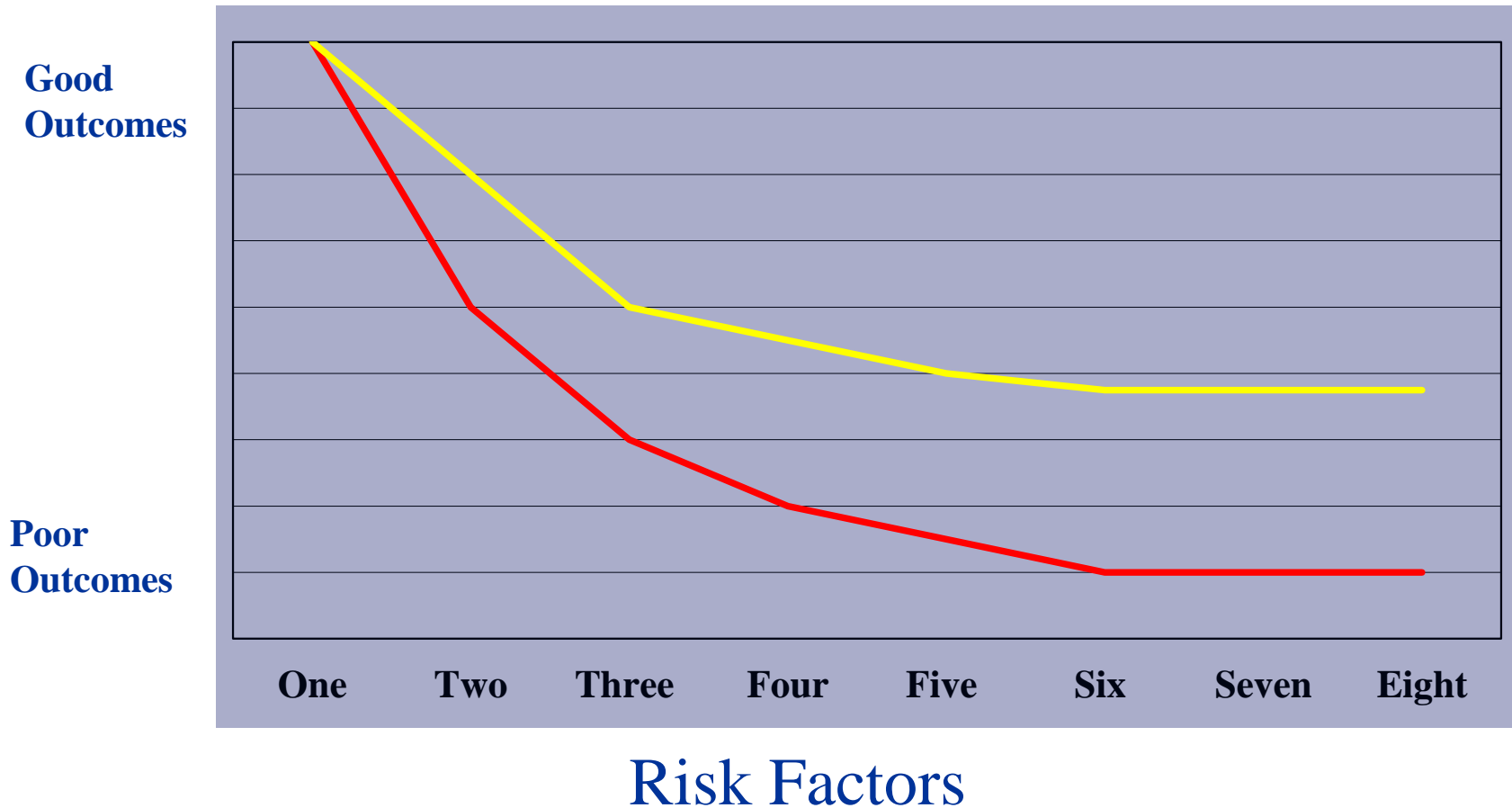


Successful Adaptation

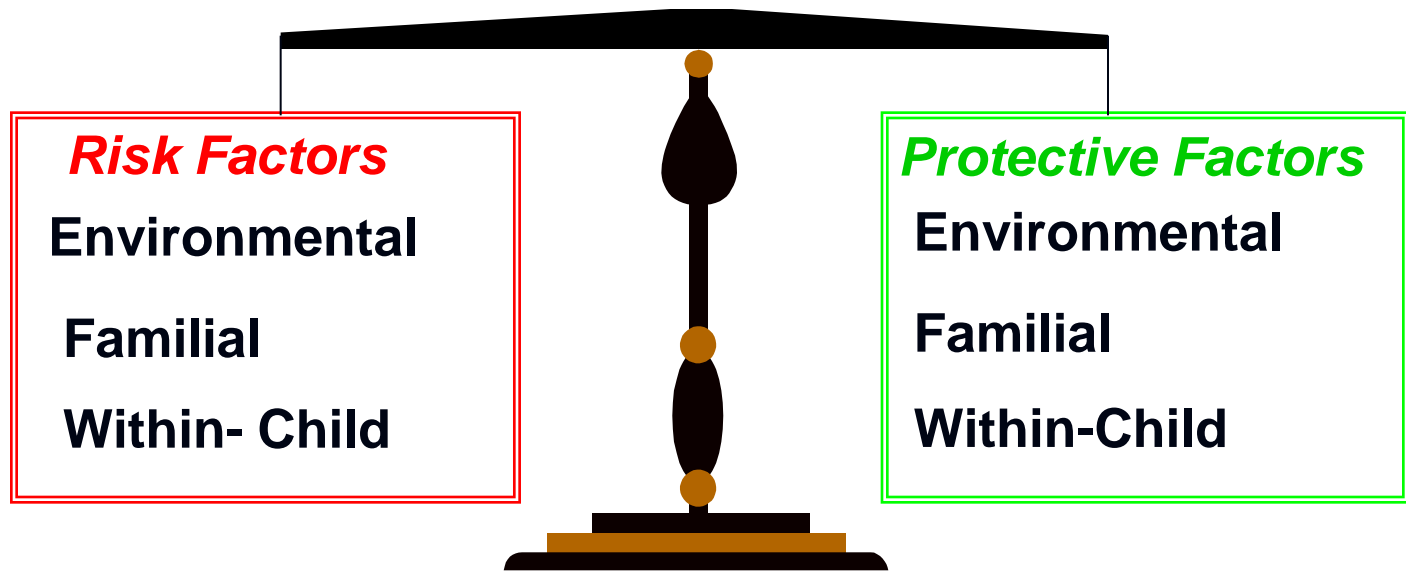
- **External Criteria**
 - **Major Developmental Tasks**
 - **School Records**
- **Internal Criteria**
 - **Absence of Psychopathology**
 - **Rating Scales**

Risk Gradients

Resilient children are “off the gradient”



Resilience Model

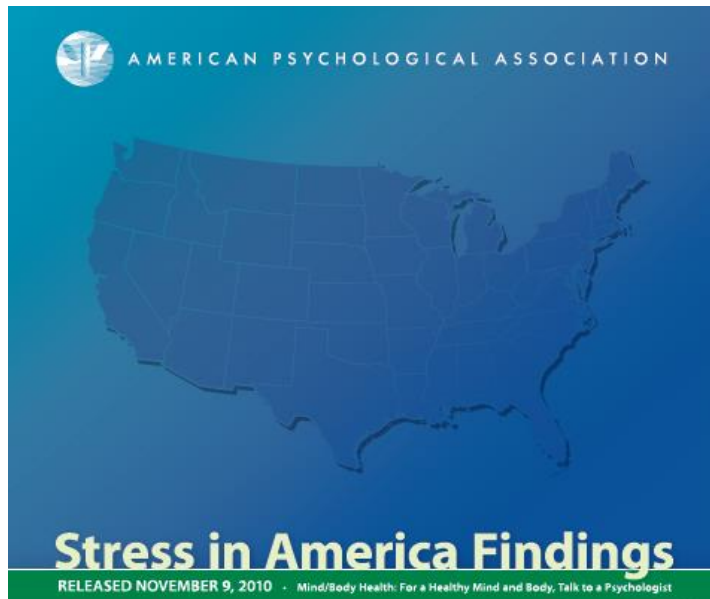


**Negative:
Vulnerability**

**Positive:
Resilience**



Stress in America



Report from the
American
Psychological
Association,
January, 2012.



Stress in America

- 1/3 of Americans are living with extreme stress and nearly half of Americans (48 %) believe that their stress has increased over the past five years.

Stress in America

- Nearly half of all Americans report that stress has a negative impact on both their personal and professional lives.
- 28% percent of Americans say they are managing their stress extremely well.

Stress in America

- However, many people report experiencing physical symptoms (77 %) and psychological symptoms (73 %) related to stress.
- In addition, almost half (48 %) of Americans report lying awake at night due to stress.



Social-emotional Development in Early Childhood

What Every Policymaker Should Know

Janice L. Cooper
Rachel Masi
Jessica Vick

August 2009

Family and Environmental Risk Factors

Specific family and environmental factors can make a child more vulnerable to social, emotional and behavioral problems.

Neighborhood characteristics and family income can be risk factors that impact young children's social-emotional health and development.

- Young children in low-income neighborhoods are more likely to experience behavioral problems than children living in moderate or affluent neighborhoods.⁷
- Young children from households with lower levels of family income are more likely to experience behavioral problems that negatively impact their development.⁸

Research suggests that up to 50 percent of the impact of income on children's development can be mediated by interventions that target parenting.⁹

Parents and caregivers play an important role in supporting children's healthy development. Research shows that family risk factors, particularly maternal risk factors such as substance use, mental health conditions and domestic violence exposure, can impact parents' ability to support children's

Attachment is an important marker for social-emotional development. Poor attachment, especially maternal attachment, can negatively impact children's social-emotional health, and development.

- At most two-fifths of two-year-olds in early care and learning settings had insecure attachment relationships with their mothers. In particular, research shows that African-American and Latino young children experience lower levels of secure attachment than Asian-American and White children.¹⁰

Children of parents with mental illness are at a greater risk for psychosocial problems.

- More than two-thirds of adults with mental illness are parents.¹¹
- Between 30 and 50 percent of children with parents who are mentally ill have a psychiatric diagnosis, compared to 20 percent of children in the general population.¹²
- Children of parents with a mental illness may also show higher rates of difficulties with regulating their emotions, relationship problems and developmental delays.¹³

...Adults who work in childcare centers have higher rates of depression than found in the general population.

How does this affect

- **Our students**
- **Their families**
- **Our staff**
- **Our organizations**

Key concepts for Adults

- **Attachment/Relationships**
 - **Belonging to something bigger than family**
 - **Social support groups**
 - **Faith communities**
 - **Civic organizations**
 - **Professional groups**
 - **Identity with employer**

Key concepts for Adults

- **Positive Identity and Coherence**
 - Competent parents, partners & professionals
 - Racial and ethnic identity
- **Initiative (Power & Control)**
 - Tough, persistent, determined – “grit”
 - Self-efficacy, internal locus of control and active coping styles

Key concepts for Adults

■ Hopefulness

- Image of a positive possible self
- Meaning in life – *“He who has a Why to live for can bear almost any How.” Friedrich Nietzsche*
 - Transformative power of adversity
 - *“The meaning of your life is to help others find the meaning of theirs”*
- Learned hopefulness
 - Errorless learning
 - Develop an “optimism bias”

Key Concepts for Adults

- Resilience does not mean that we don't feel stress, pain or sadness
- Capacity to manage strong feelings
- Accept that change is inevitable
- Capacity to make and execute realistic plans
- Appreciate and benefit from the positive consequences of adversity (Holland story)
- Transformed by adversity (Post-Traumatic Growth)

Devereux Adult Resilience Survey (DARS)

by **Mary Mackrain**

Take time to reflect and complete each item on the survey below. There are no right answers. Once you have finished, reflect on your strengths and then start small and plan for one or two things that you feel are important to improve. For fun and practical ideas on how to strengthen your protective factors, use the chapters in this book. For a free copy of the DARS visit www.centerforresilientchildren.org.

Items	Yes	Sometimes	Not Yet
Relationships			
1. I have good friends who support me.			
2. I have a mentor or someone who shows me the way.			
3. I provide support to others.			
4. I am empathetic to others.			
5. I trust my close friends.			
Internal Beliefs			
1. My role as a caregiver is important.			
2. I have personal strengths.			
3. I am creative.			
4. I have strong beliefs.			
5. I am hopeful about the future.			
6. I am lovable.			
Initiative			
1. I communicate effectively with those around me.			
2. I try many different ways to solve a problem.			
3. I have a hobby that I engage in.			
4. I seek out new knowledge.			
5. I am open to new ideas.			
6. I laugh often.			
7. I am able to say no.			
8. I can ask for help.			
Self-Control			
1. I express my emotions.			
2. I set limits for myself.			
3. I am flexible.			
4. I can calm myself down.			



Second Edition

Building Your Bounce

Simple Strategies for a Resilient You

Mary Mackrain and Nefertiti Bruce Poyner
with the Devereux Center for Resilient Children

Four Adult Protective Factors Related to Resilience



Relationships

The mutual, long lasting, back-and-forth bond we have with another person in our lives



Initiative

The ability to make positive choices and decisions and act upon them.



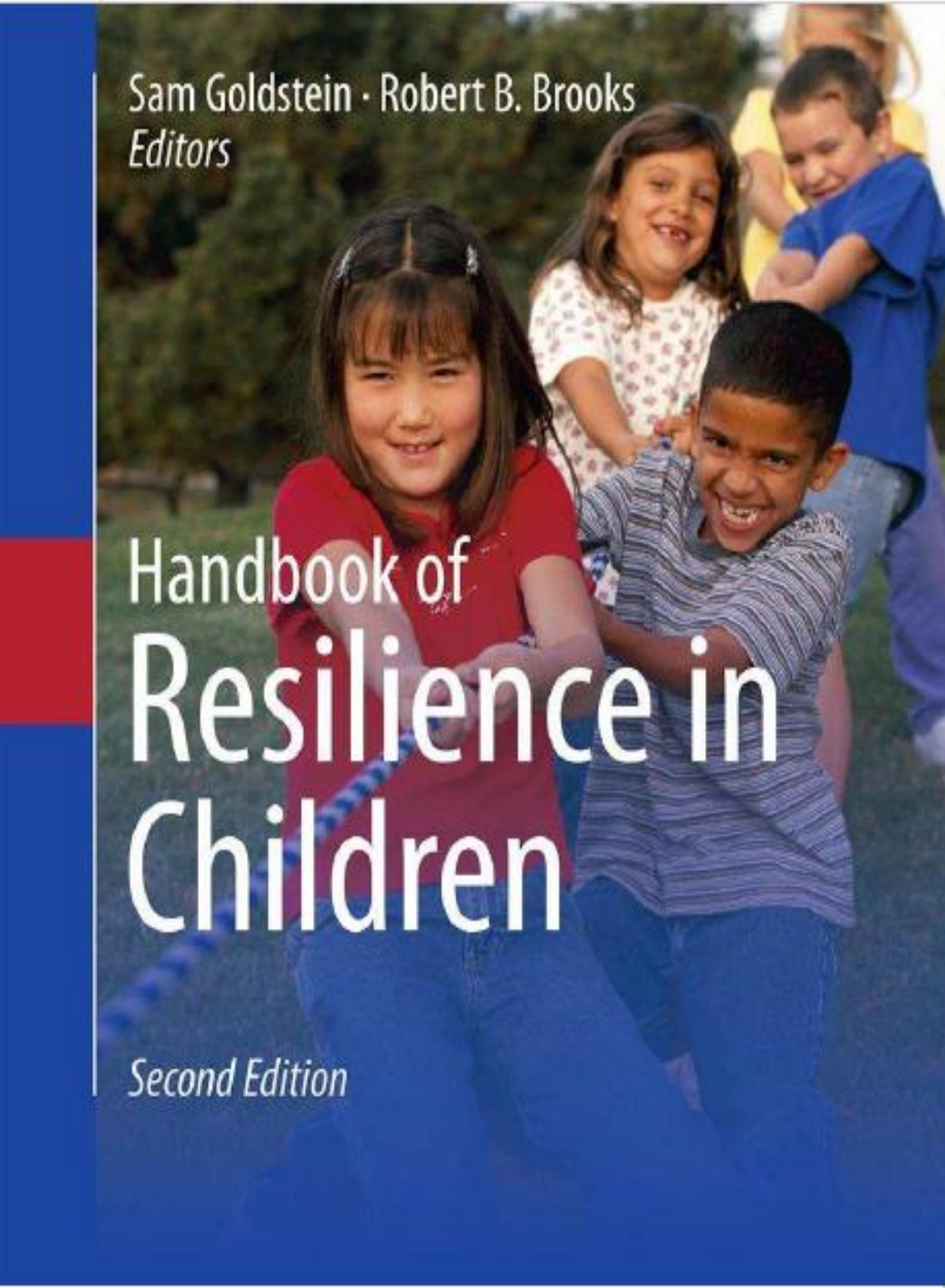
Internal Beliefs

The feelings and thoughts we have about ourselves and our lives and how effective we think we are at taking action in life.



Self-Control

The ability to experience a range of feelings and express them using the words and actions that society considers appropriate.

The image shows the front cover of the book 'Handbook of Resilience in Children'. The cover features a photograph of four children of diverse backgrounds playing together outdoors. In the foreground, a young girl with dark hair and a red shirt is smiling, and a young boy with dark hair and a striped shirt is laughing. Behind them, another girl and a boy are visible. The background is a soft-focus outdoor setting with greenery. The text on the cover is white and blue. At the top left, the editors' names are listed. The title is prominently displayed in the center, and the edition information is at the bottom left. The right side of the image shows the title and authors of a presentation slide.

Sam Goldstein · Robert B. Brooks
Editors

Handbook of
**Resilience in
Children**

Second Edition

Caring for the Caregiver: Promoting the Resilience of Teachers

*Jennifer R. Fleming
Mary A. Mackrain
Paul A. LeBuffe*

Disclosure

- This section borrows heavily from three resources:
 - Denhardt & Denhardt (2007). Building organizational resilience and adaptive management. In Handbook of Adult Resilience
 - Hamel & Valikangas (2003). The Quest for Resilience. Harvard Business Review
 - Weick & Sutcliffe. (2013). Managing the Unexpected: Resilient Performance in an Age of Uncertainty, 3rd edition. San Francisco: Jossey Bass

What is Organizational Resilience?

- “Organizational resilience is defined as the ability to bounce back, or to recover from challenges in a manner that leaves the organization more flexible and better able to adapt to future challenges.” (Denhardt & Denhardt, 2007,p. 333)
- Not just coping or bouncing back (hardiness)– it is transformational – new capabilities, new opportunities (thriving) (Legnick-Hall et.al., 2011)

It is not the strongest or most intelligent that survive, it is the most adaptable to change.”

Charles Darwin

Organizational Challenges

- **Can be:**
 - **Major Organizational Life Events**
 - **Daily Organizational Hassles**
- **It is the organization's ability handle everyday stresses that enables it to respond to catastrophic challenges.**

Why is Organizational Resilience Important?

- **Activity** – in small groups discuss the future of sequestration and its impact on your program over the next two years and achieve a consensus decision as to what is most likely to happen.

Anticipation vs. Resilience

- Strategic planning is based on the assumption that future challenges can be anticipated. (e.g., SWOT analysis) This is the “fallacy of predetermination” (Mintzberg)
- Once challenges are anticipated, we can act to prevent danger and limit damages. Is this true?

Anticipation vs. Resilience

- Resilience Orientation
 - Assumes that challenges can not always be anticipated
 - Assumes that we can not always control the event
 - Assumes that errors are inevitable
 - Shift goal from unrealistic error prevention to realistic error control
 - Hallmark of resilient organizations is not that they are error-free, but they are not disabled by error
 - Therefore, focus on coping, bouncing back, becoming more adaptable and improving. (Wildansky, 2003).

Resilience Orientation

- Focus on adaptive capacity
- “It’s about having the capacity to change before the case for change becomes desperately obvious” (Hamel and Valikangas, 2003, p. 54).

Characteristics of Resilient Organizations*

- *Strong Values*
 - Clear purpose, genuine vision, shared identity
 - Enables problem solving and action (Lengnick-Hall, 2011)
- *Redundant – excess capacity*
 - Premium on training staff so they have deep and varied experiences
 - Hire people with unusual backgrounds
 - Succession Planning

* Based on Denhardt & Denhardt, 2010

Characteristics of Resilient Organizations

- *Robust*
 - vigorous, active, focused on well-being of employees
 - “don’t want a non-dynamic crew facing a dynamic event” (Weick and Sutcliffe)
 - Eustress – good stress
 - Intentionally develop resilience of staff
 - Building Your Bounce

Characteristics of Resilient Organizations

- *Flexible* – organization and staff
 - Deference to expertise – push decision-making down and around the organization in search of specific knowledge
 - Bricolage
 - Encourage Experimentation (Hamel & Valikangas)
 - Increases repertoire of skills that can be called upon

High Reliability Organizations

- HROs – Weick and Sutcliffe
- Organizations that operate under constant stress and where small failures can have disastrous results
- 5 Principles

HRO Principle 1 – Preoccupation with Failure

- **Constant vigilance**
 - Any lapse is a symptom that something is wrong
 - Attend to small errors as learning opportunities
- “make strong responses to weak signals”
- Encourage reporting of errors
- After-action reviews/root-cause analysis
- Wary of complacency
 - “It is good to feel bad and bad to feel good.”
- In addition, failure can lead to “steeling”

HRO Principle 2 – Reluctance to Simplify

- The world is complex, unstable and unpredictable, so see as much as possible
- Welcome diverse opinions and experiences
- Obsess over what to ignore
- Requisite variety in thought and action
 - Adversarial reviews
 - Devil's advocate
- Plan for the plan to fail

HROs Practice Mindful Management

- “By mindful, we also mean striving to maintain an underlying style of mental functioning that is distinguished by continuous updating and deepening of increasingly plausible interpretations of the context, what problems define it and what remedies it contains.”
- Hierarchy of addressing problems
 - Halt development of problems
 - If that doesn't work, contain problem
 - If that doesn't work, focus on resilience and quick restoration

Mindful Management

- In your organization, what does it mean when there is no news?
- In your organization, what must go right? What can't go wrong? How do you monitor this?
- Mindless management works to conceal problems
 - Most likely to occur when people feel that they can't do anything about it.

Mindfulness Audit 5.9

- Use with staff
 - What are you (we) good at?
 - What is dismaying? (dismay is good)
 - Compare results
 - Staff to staff
 - Staff to management
 - Parents to management?

The Remaining Principles:

- #3 – Sensitivity to Operations
 - Pay attention to front line staff
 - Sensitive to relationships
- #5 – Deference to Expertise

Resilient Managers

- **Strong values – personal and organizational**
- **Model Social-Emotional Competence**
- **Little fear of conflict**
- **Great humility**
- **Leaders enable resilient responses of their staff (Shannon, 2011)**

Final Thought

“Finish each day and be done with it. You have done what you could. Tomorrow is a new day; begin it well and serenely and with too high a spirit to be encumbered with your old nonsense.”

Ralph Waldo Emerson



Devereux
CENTER FOR RESILIENT CHILDREN

Thank You!

Paul LeBuffe
plebuffle@devereux.org

Find us on the web:

www.CenterForResilientChildren.org

Facebook:

Devereux Center for Resilient Children

And on Twitter:

@BuildURBounce