

Family **TO** Family

TOOLS FOR
Rebuilding Foster Care

The Resiliency Workshop

A Tool to Lessen Burnout in Child Welfare

BUILDING SUPPORT FOR CHILD WELFARE'S FRONTLINE WORKERS,
PART TWO

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A C K N O W L E D G M E N T S

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Kim Apple
Amy Chipetz
Sandia Douglas
Mark Dyke
Suzanne Holland
Jill Kinney
Robin Martin
Soledad Martinez
John Mattingly
David Montoya
Janice Nittoli
Carolyn Parker
Ed Stoner
Kathy Strand
Margaret Trent
JoEllen Vansword

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I N T R O D U C T I O N

The Annie E. Casey Foundation's Mission in Child Welfare

The Annie E. Casey Foundation was established in 1948 by Jim Casey, a founder of United Parcel Service, and his sister and brothers, who named the Foundation in honor of their mother. The primary mission of the Foundation is to foster public policies, human service reforms, and community supports that better meet the needs of vulnerable families.

The Foundation's work in child welfare is grounded in two fundamental convictions. First, there is no substitute for strong families to ensure that children grow up to be capable adults. Second, the ability of families to raise children is often inextricably linked to conditions in their communities.

The Foundation's goal in child welfare is to help neighborhoods build effective responses to families and children at risk of abuse or neglect. The Foundation believes that these community-centered responses can better protect children, support families, and strengthen communities.

Helping distressed neighborhoods become environments that foster strong, capable families is a complex challenge that will require transformation in many areas. Family foster care, the mainstay of all public child welfare systems, is in critical need of such transformation.

The Family to Family Initiative

With changes in policy, in the use of resources, and in program implementation, family foster care can respond to children's need for out-of-home placement and be a less expensive and often more appropriate choice than institutions or other group settings.

This reform by itself can yield important benefits for families and children, although it is only one part of a larger effort to address the overall well-being of children and families in need of child protective services.

Family to Family was designed in 1992 in consultation with national experts in child welfare. In keeping with the Annie E. Casey Foundation's guiding principles, the framework for the initiative is grounded in the belief that family foster care must take a more family-centered approach that is: (1) tailored to the individual needs of children and their families, (2) rooted in the child's community or neighborhood, (3) sensitive to cultural differences, and (4) able to serve many of the children now placed in group homes and institutions.

The **Family to Family** Initiative has encouraged states to reconceptualize, redesign, and reconstruct their foster care system to achieve the following new system-wide goals:

The Foundation's goal in child welfare is to help neighborhoods build effective responses to families and children at risk of abuse or neglect.

- ❑ To develop a network of family foster care that is more neighborhood-based, culturally sensitive, and located primarily in the communities where the children live;
- ❑ To assure that scarce family foster home resources are provided to all those children (and only to those children) who in fact must be removed from their homes;
- ❑ To reduce reliance on institutional or congregate care (in hospitals, psychiatric centers, correctional facilities, residential treatment programs, and group homes) by meeting the needs of many more of the children in those settings through family foster care;
- ❑ To increase the number and quality of foster families to meet projected needs;
- ❑ To reunite children with their families as soon as that can safely be accomplished, based on the family's and child's needs, not the system's time frames;
- ❑ To reduce the lengths of children's stay in out-of-home care; and
- ❑ To decrease the overall number of children coming into out-of-home care.

With these goals in mind, the Foundation selected and funded three states (Alabama, New Mexico, and Ohio) and five Georgia counties in August 1993, and two additional states (Maryland and Pennsylvania) in February 1994. Los Angeles County was awarded a planning grant in August 1996. States and counties funded through this initiative were asked to develop family-centered, neighborhood-based family foster care systems within one or more local areas.

Communities targeted for the initiative were to be those with a history of placing large numbers of children out of their homes. The sites would then become the first phase of implementation of the newly conceptualized family foster care system throughout the state.

The Tools of *Family to Family*

All of us involved in *Family to Family* quickly became aware that new paradigms, policies, and organizational structures were not enough to both make and sustain substantive change in the way society protects children and supports families. New ways of actually doing the work needed to be put in place in the real world. During 1996, therefore, the Foundation and *Family to Family* grantees together developed a set of tools that we believe will help others build a neighborhood-based family foster care system. In our minds, such tools are indispensable elements of real change in child welfare.

The tools of *Family to Family* include the following:

- Ways to recruit, train, and support foster families;
- A decisionmaking model for placement in child protection;
- A model to recruit and support relative caregivers;
- New information system approaches and analytic methods;
- A self-evaluation model;
- Ways to build partnerships between public child welfare agencies and the communities they serve;
- New approaches to substance abuse treatment in a public child welfare setting;
- A model to confront burnout and build resilience among child protection staff;
- Communications planning in a public child protection environment;
- A model for partnerships between public and private agencies;
- Ways to link the world of child welfare agencies and correctional systems to support family resilience; and
- Proven models that move children home or to other permanent families.

*New ways of
actually doing
the work needed
to be put in
place in the
real world.*

We hope that child welfare leaders and practitioners find one or more of these tools of use. We offer them with great respect to those who often receive few rewards for doing this most difficult work.

PLANNING FOR THE WORKSHOP

If you are selected to conduct this workshop, keep in mind that it is a work in progress. Try to have some fun with it. At the least, people will all get a break from their normal routine. At the best, something may happen for people that lets them feel closer to one another, and clearer about what they want and how to get it.

We recommend that you conduct the workshop in pairs. You will want to stay on top of some pretty heavy issues raised by participants, and you will want to make sure that you have enough attention and energy to help each person feel heard, valued, and encouraged.

Structuring Time Away from the Office

Since the whole focus of this workshop is to help people feel energized, we recommend you structure it ahead of time to avoid interruptions. If possible, see if you can hold it away from the home office. Ask participants to leave their pagers with someone else for two days.

Who Should Attend

We think it's probably best over the long run to have one team at a time do this. One of the big goals is for people in the workshop to form stronger, more supportive relationships with one another. It's more likely for these relationships to continue if people work closely together. We also want people to have an opportunity to focus on their individual issues. If other teams are in the workshop, it is easy to get distracted by larger issues, particularly the interaction among teams. These issues might ultimately be very important, but we would rather they be addressed later, after people have had time for their personal and intra-team issues.

We think it makes the most sense for the supervisor to attend, for both team-building and follow-up. Although the workshop seems powerful, we don't expect it to make a long-term difference for people without some kind of structure to help them retain a problem-solving focus as opposed to a blaming stance. They will probably need help from their supervisor to keep the momentum going.

Whether or not the manager should attend depends on the manager, and on her relationships with the staff. Staff members feel comfortable talking with some managers present, and the management perspective can be invaluable in problem-solving and planning. Ideally, human services teams include the managers. At the same time, some staff will not talk if some managers are in the room. If this is the case, everyone may end up wasting time, with people choosing not to put their main issues out on the table, ending more frustrated than when they began.

We think it's best to keep the groups pretty small. It becomes impossible to do the ideal amount of sharing of information if too many people are present; there simply isn't enough time, and the more people around, the less in general will people feel comfortable enough to open up.

Materials for the Workshop

Appendix A is a sample letter to supervisors or managers, whoever needs to okay attendance at the workshop. Appendix B is an example of a flyer that can be passed out to potential participants.

Go over this outline and the other materials in this packet carefully before you get into a workshop. Make notes about any sections that don't make sense. Make sure you have all the Appendices. Consider whether or not you want to try it the first time with a partner. Call Jill Kinney, 206.849.3645, to discuss parts that aren't clear either in the outline or the appendices.

We advise giving each participant a folder with pockets on the sides for handouts and a zipper pouch for the decks of cards.

Most people want to leave the workshop with clean copies of the materials and cards. This means, really, that their folders should contain two of everything: one set to use during the workshop and one to use again themselves, or to copy for use with others.

We have learned something about the challenges of pulling this off. We had trouble conveying to people ahead of time that the workshop was voluntary, and that it would focus on people changing their own moods and situations, rather than on changes they would like their administrators to make for them. Some came prepared for a two-day lecture on resilience.

As soon as we heard what people were expecting, and that some had been ordered to come, we clarified what we were going to do and got support from supervisors that the staff people didn't have to attend unless they wanted to. In other words, it's possible to save the situation if initial expectations are off base, but it's easier to go ahead when people are ready for what you are planning to do.

Another challenge of this workshop is how to help people address issues that concern them without having the whole thing disintegrate into one giant gripe session. We have tried to structure the exercises to avoid this, but it is certain that facilitators will feel some pressure to go in this direction. We recommend some polite listening, coupled with moving on to the next exercise as quickly as possible when people start to bog down. (Of course it's never as easy as this, but keep it in mind as a guideline.) Another strategy when one or two people start taking a lot of time for blaming is to structure the discussion more by going around the room and asking each participant's reactions.

The following is the actual outline for the two-day workshop.

DAY ONE

A FOCUS ON THE INDIVIDUAL

Pre-Workshop Questionnaire

Ask participants to fill out Appendix C. This can be done on their own, a week or so before you meet with them, or it can be done the same day, right before you begin the workshop.

Introductions

Ask people to say their names, where they work, what they do, one thing that they have done that no one else in the room has done, and what they would like to get out of this workshop.

Write down their names, roles, and what they want out of the workshop. Try to use their names, and learn them as soon as you can. You are going to be asking them to talk about some pretty personal stuff, and it will be easier if they feel that you know who they are. If you can, make the thing that you, personally, have done that no one else has done a little goofy or bizarre, so that you can model talking about things people usually don't talk about in professional workshops. We are trying here to loosen people up, and begin to acknowledge each individual's strengths and uniqueness.

Agenda

We will go from 9 until 4:30 both days, with two 15-minute breaks and an hour for lunch. Tell participants where the bathrooms are. The agenda is shown in Appendix D.

*This is the trainer's outline for this workshop. Some sections suggest things for you to say. Don't feel you have to say exactly what is on the outline. Putting it in your own words is fine. Use your own style.

Background for the Workshop

- This workshop was developed with the support of the Annie E. Casey Foundation, based on information about the importance of self-efficacy perceptions in allowing people to cope with difficult situations. We started by discussing the possibility of translating what is known about client change into ways we could help ourselves during these times, and that evolved into a question: Can we use what is known about helping families to help ourselves? Specifically, what do the key principles of service effectiveness and the resiliency literature have to offer workers?
- We wanted to get both experiential and empirical information about the topic. We talked with people first because we wanted to get the flavor of the issues before we started looking at data. We talked with public and private agency people at all levels of service, and with people in neighborhoods in many different roles. Questions included: Is it hard for you now? What makes it hard? Is it different from how it used to be? What keeps you going? What plows you under?
- Then we proceeded to literature reviews, checking out self-efficacy perception, burnout, resilience, caregivers, many other topics. We went back to basics on change; building on strengths, etc. We also used motivational interviewing, theoretical perspective, and data on protective factors.

- We began with a very bland, linear outline with lots of safe, empirically based exercises to help people use the key principles in building morale.
- This outline did not consider what we had learned from our neighborhood consultants.

They had said, You professionals are missing the whole point of everything. You come in here with your outlines and your data and your evaluations and your laptop computers, and you don't know what's going on.

What's going on is people sticking pieces of soap together because they can't afford to buy a whole bar. It's people talking straight out to each other, apart from their roles, trying to get CLARITY on what the heck is going on here. What are we doing here, and how are we all going to help each other through this? Person to person. Not psychologist analyzing poor people. Not jockeying around for the bucks. You and me, straight, about what's really going on.

So, this is another outline. It is still empirically based, and we will begin by sharing some of the literature with you, but then we will go into the material on a much more personal level. We do that out of a belief that we need to reach out to one another as we really are, for mutual support, instead of keeping our communications in the narrow channels of how we think we should be.

This is risky for all of us, because we will talk about some things that mean a lot to us, both our disappointments and our hopes and dreams. It will probably make us all feel vulnerable at times.

We will *not* be doing 1960s-type exercises where we look into each other's eyes for five minutes, or fall backwards into each other's arms.

- This workshop is really a collection of exercises. We are presenting them to you as a package, in a group setting. It is our hope that they might also be useful as individual strategies with one person at a time,

when workers get discouraged, or to help prevent them from getting discouraged.

A Framework for Thinking about the Workshop: Key Principles of Helping People Grow and Change

We also wanted to use data to guide our thinking about how this workshop should be structured in order to best help people grow. We wanted to use for ourselves the same principles that are most helpful for families. The workshop is designed around the following concepts:

Building on strengths.

Positive change is most likely to occur when we assess, validate, and build upon people's strengths, rather than focusing on their weaknesses or pathologies. People have capacities and resources that, when recognized, can serve not only as components for successful change, but as methods for enhancing and maintaining motivation for that change (Goldstein, 1980; Weick, Rapp, Sullivan & Kisthardt, 1989; Sullivan, 1992).

We want to take every opportunity in this workshop to elicit and use one another's strengths. We are all resilient already, or we wouldn't be here. How can we use our individual resiliences to make all of us even better able to cope?

A holistic approach.

We must consider many aspects of the context for people's behavior, as well as factors related to each person, in designing and implementing the most effective strategies for change. Many methods have turned out to be ineffective not because seriously disadvantaged families and children are beyond help, but because we have tried to attack complex, deeply rooted tangles of troubles with isolated fragments of help. The fragments focus on personal characteristics, but do not take into account family, community, or environmental factors (Maslow, 1954; Munger, 1991; Lourie & Katz-Leavy, 1991).

It's not possible to separate us from our personal and work environments. In this workshop, the first day will emphasize personal and individual factors affecting us. The second day will emphasize work and group factors we might consider.

Partnerships in decisionmaking.

An effective context for helping must encourage people to assume control of their lives. We are better able to implement and maintain change when we have been involved in assessing the need for it, prioritizing issues to be addressed, and designing and developing plans for accomplishing that change (Safran & Segal, 1990; Friedman, 1992; Sullivan, 1992).

We welcome your reactions to these exercises. We are open to adding exercises or addressing side issues if the group wishes.

Individual tailoring of services.

If we accept the idea that people are affected by a wide range of individual and environmental factors interacting over time, and if we agree that people should have substantial input in selecting their goals and the methods of addressing those goals, individual tailoring of services becomes a necessary characteristic of effective human services (Sullivan, 1992; Pray, 1991; MacFarquhar, Dowrick & Risley, 1993).

As we said, we can spend more or less time on some items as the group wishes. We encourage trainers to revise these materials and make them their own. We also hope you will come up with a follow-up plan that is uniquely your own as individuals and as a group.

Specific, short-term goal setting and monitoring.

Seeking change can be overwhelming when people face many barriers to success. Goal-setting and monitoring can lead to increased feelings of self-efficacy and personal motivation. Evaluation is an essential process not only to measure change, but also to provide data to validate optimism (Kanfer & Grimm,

1980; Bandura & Cervone, 1983; Miller, 1985).

Our environment and our responses to it can be overwhelming these days. Throughout the workshop we will focus on exercises that prioritize our values and help break tasks into small steps that we can be sure of accomplishing.

An emphasis on helper characteristics and skills.

When people are not helped by services, we commonly assume that they are hopeless, unmotivated, in denial, or resistant to treatment. Numerous studies indicate, however, that worker characteristics such as empathy, and acceptance, and specific skills can override other factors in leading to productive change (Miller, 1985; Linehan, 1993; Safran & Segal, 1990).

We will focus entirely on characteristics and skills that can help us all to be more effective, balanced, and comfortable in our roles as workers, supervisors, managers, and trainers in very challenging times.

Goals of the Workshop

- To raise awareness about the key elements of resilience;
- To help participants clarify their values, strengths, and goals in both their personal and professional lives;
- To help groups improve their ability to provide mutual aid and support for one another;
- To clarify choices we all have in responding to troublesome aspects of the human services environment;
- To assess which aspects of today's human services issues can be addressed by the group, and which may only be addressed by others or outside the workplace;

- To develop individual plans that will prioritize top personal and professional goals, and specify tasks that can be accomplished immediately to begin to achieve those goals; and
- To develop a group plan for mutual support in reaching goals and maintaining resilience on a continuing basis.

Key Aspects of Resilience

We are going to begin by talking about the definition of resilience and key dimensions that seem to determine which people cope best with pressure.

Definition of Resilience

It is the act of leaping or springing back; a rebounding. It is the ability to recover strength, spirits, good humor quickly; it is buoyancy.

The literature on human resiliency identifies several important human traits related to resiliency: self-esteem; internal locus of control (a sense of personal control over events); commitment; a sense of hope or a positive attitude; availability of a support system; and the ability to adopt a style of detached concern.

Wall Chart

Make yourself a wall chart with the following on it:

Key Aspects of Resilience

- Self-Esteem/A Sense of Self Efficacy
- Self-Understanding
- Sense of Control
- Commitment
- Sense of Hope/Positive Attitude
- A Support System
- Detached Concern
- Sense of Meaning and Purpose

Go down the wall chart, discussing what factors contribute to resilience. What follows below is the briefest summary of these

aspects. You may choose to present more information at this point. Appendix E is a more detailed summary. Appendix F is the most detailed. Feel free to mix and match, or call Jill Kinney or your trainer to see if they have copies of the original articles or books that you can use.

Appendix G is a table citing additional resources. You might refer to these materials, but you won't use them directly in the workshop. They are just resources for people who wish more information on the topic of resilience.

Self-Esteem/Belief in Self Efficacy, Self-Understanding

The way we feel about ourselves and our ability to make things happen, and our capacity to see our own actions clearly and with perspective can act as a filter on the environment, increasing or decreasing our chances of responding to it in a productive way.

Sense of Control

We are least likely to respond productively if we view ourselves as helpless or lacking control. It's worth taking the time and spending the effort to figure out at least some areas where we can have an impact, even if it's only on our own feelings. In the workshop, we will be clarifying which decisions we can control, and which we cannot, and trying to make the options clear for the fundamental choices about our jobs.

We felt pretty strongly that workers should have a choice about attending this workshop. We all have choices about how we perceive the materials, and those choices may vary from day to day. On some days, we may think, I'm handling everything fine. I don't need to think about this. Other days, we might think, It upsets me to think about this stuff. I'm better off thinking about other things. Other ways to approach the material are: I've got a lot of ways of coping, but it wouldn't hurt to have a few more, I don't

like how I feel, but I don't think it's possible to change it or HELP, PLEASE, I'M FALLING APART.

In this workshop, we will come back again and again to choices we all have all the time:

- We can go on the same as we are now.
- We can decrease our expectations for success.
- We can find additional skills and resources to enhance our problem-solving and goal-attainment capacity.
- We can quit.

You may want to put these choices on a flip chart and keep them up on the wall.

Commitment

Commitment is the opposite of learned helplessness, or the notion that if something you do doesn't pay off, pretty soon you can give up trying anymore. Commitment means that you continue to take action whenever you need to. You avoid passivity and keep on trying to make a difference. Even if you can't make the difference, you keep on learning, so that maybe next time you can succeed. Commitment involves the ability to act whenever needed and the avoidance of passivity.

Sense of Hope/Positive Attitude

This has to do with selecting the most positive filter for viewing your situation. It's about positive reinterpretation of the situation, rather than disengaging and being cynical, or venting and blaming. Disengaging and blaming don't seem to help people be more resilient; they make us, over the long run, feel more bummed out and less able to cope.

A Support System

Social support is pretty obvious to people. What most people don't think about is that some social connections are not helpful. Just because a person knows a lot of people and spends time with them, it doesn't necessarily

mean that anyone is benefiting from the relationship. For example, if a person has friends and family who listen, and who help out with child care and errands, those relationships will probably be helpful. If a person has friends and family who do nothing but complain and criticize, those relationships are probably not helpful.

Detached Concern

This concept does not mean finding a middle ground between detachment and concern; it means being able to feel both at the same time. It means being both compassionate and objective, sensitive and understanding and able to respond systematically, evaluating the effects of the responses.

A Sense of Meaning and Purpose

Whether we call it religion or spirituality or personal meaning, many experts on resilience refer again and again to our need for some way to explain what is happening, to make sense of it, to feel a part of it. This is also being able to see patterns, being able to relate small incidents to a bigger picture.

Summary of Resilience Characteristics

Some people are pretty much born with many of the characteristics of resilience. Most of us have to work to develop them. None of us is resilient all the time. All of us are resilient some of the time. What are some of the things we do all the time to try to increase our resilience?

Ask for questions or comments about the dimensions of resilience. Do they make sense?

How Are We Already Resilient?

This is an opportunity to elicit strengths. Ask the following questions:

- What aspects of resilience do you notice in yourself?
- In others?

- What might you develop further?
- What do you already have going for you that would help in this?
- What do you wish others would develop further?
- What do they already have going that would help in this?

The important thing here is giving people a chance to talk about resilience, what they already know, how they make sense of the material you have just presented. Write what they say on a flip chart and put the charts on the wall, so they are surrounded by their existing strengths.

What's Happening Anyway? (Transitions Exercise)

These are times of rapid change. Sometimes it seems that we just get our balance after one change when another occurs. Even when the changes are positive, we have to learn new ways of behaving. Sometimes it's hard to get any perspective because our lives are packed with so many pressing details. We can't always be as supportive of one another as we would like, because we don't always have time to share what is going on with us. The first exercise is a way to step back and get a look at transitions each of us has faced during the last year, and to share as much as we wish with one another, so that we can begin to build a foundation for supporting one another.

Draw three wide columns on the white board. Label them: transitions, reactions to transitions, and signs of a new day. Fill them in for yourself, sharing as much as you are willing. Refer to Appendix H in the packet. Ask participants if they have any questions before filling it out.

After they fill it out, choose either to go around the room and have people share, or ask for volunteers. Volunteers may feel less on the spot than if you go around the room, but if people choose not to share, they may start being lost from the group. Joke around. Tell people they can lie if they want to.

After everyone who wants to has shared their transitions, ask what they thought of the exercise. Take notes so you can talk about it.

OPTIONAL: It's also possible to do this exercise as a group, with you writing on the whiteboard. What transitions have they all been through together in their work? What were some of the reactions? What are signs of a new day? What do they make of it all?

What's Important in Life? (Personal Values Exercise)

As we begin to get a little perspective on what has been happening to us, it's possible to see why we might be feeling a little frazzled, a little torn. Many items often call for attention, in both our personal and professional lives. It's hard to know where to invest our time most wisely. It's hard to find the best balance between work and home.

We are going to do an exercise now designed to work some more on self-understanding and building social support. We'll start with the personal areas of our lives. We're going to clarify our values, so that we'll have some principles to use as rudders in decisionmaking. Clarifying values can help in examining them and seeing if we need to rethink what is important to us. Sharing values can improve communication and understanding between people. Sharing also can provide a positive context for understanding intentions and difference.

Doing the personal values exercise. Have participants get out the bright yellow cards marked Important Parts of My Life. Words listed on the cards include:

Understanding	Making a Contribution
Having Things Be Predictable	Honesty
Sharing	Control
Being Wise	Manipulating
Having Things Safe and Sure	Being Healthy
Having Free Time	Competition
Having Enough Time	Having a Good Friend
Having Lots of Money	Managing Money Well
Having Fun	Winning
Being the Best I Can Be	Having Things Organized
Getting Along with Other People	Being Successful
Making People Laugh	Being Effective
Excitement	Power
Doing Things I m Supposed to Do	Living on My Own
Having a Long, Happy Marriage or Relationship	Quiet
Having Things	Being in Charge of My Own Life
Being Emotionally Strong	Having a Relationship with God
Having Physical Strength	Coming Up with Bright Ideas
Having Enough Money	Being Myself
Being Well Liked	Having Beautiful Things Around Me
Having a Close Family	Being Gentle
Being Whatever and Whoever I Want to Be	Taking Risks
Learning and Growing	Being Really Good at Something
Having a Comfortable Home	Helping Others
Looking Good	Having Lots of Interesting Things to Do
Trying New Things	Taking Care of Myself
Exploring New Ideas	Finding Out How Things Work
Keeping Busy	Finding Out What Makes People Tick
Being One-of-a-Kind	Seeing the Funny Side of Things
Being a Leader	Having a Place I Belong
Allowing Others to Be Themselves	Accepting Things as They Are
Having People Think Well of Me	Living in Harmony with Others
Being Part of a Team	Living on the Edge
Having a Strong Spiritual Life	Being a Member of a Family
Inner Peace	Being Part of a Community
Exploring Old Ideas	Fitting In
	Having Tradition in My Life
	Being Sober

When you are ready to begin the exercise, the following are the instructions:

- Set the six label cards in a row in front of you: Most Important, Important, Sometimes Important, Sometimes Not Important, Not Important, and Rejected.
- Place each one of the cards in a column underneath the category card where it belongs. The cards mean whatever they mean to you. Don't get distracted by thinking about what it may or may not say in the dictionary or mean to others. If a card has no meaning for you, set it aside. If a value is missing that you think is important, write it on one of the blank cards.
- After all the cards have been placed, stack up all the cards in each column and set them all aside, except for the ones in the Most Important column.

- Select the most important six in your Most Important pile.
- Prioritize them.
- Get Appendix I from your packet. Write down your top values, in order, what they mean to you, and why they are important.
- Pick a partner and share your values.

Ask for feedback about the exercise. Take notes so you can talk about it later.

DAY TWO: A FOCUS ON THE INDIVIDUAL OVERVIEW

Review Yesterday's Activity

Some people may have done a lot of thinking overnight about the previous days exercises and discussions. If they have, especially if certain issues have made them uncomfortable, we want to know about it. You might ask for their thoughts about the previous day. You might ask for a feeling check, where everyone uses one word to describe their feeling about yesterday's work. If they are uncomfortable, reflect on their feelings, and then attempt to elicit more information and be supportive.

Why Did You Begin This Work?

We are going to do one more exercise related to self-understanding and building mutual support. It will build on the values exercises by focusing on some of the specific positive meanings of your work for you. It's also related to self-esteem in that it draws out some of your successes. We will finish the day with this exercise, and then tomorrow we will move into figuring out how we would like things to be, and how we can make some of them happen. Appendix J is an exercise about the meaning of our work. Take a few minutes now to fill it out.

After they fill it out, have them get back in pairs again and discuss it. Ask for feedback. Take notes on the feedback.

This should be the end of the first day. Before they leave, do a feeling check: Ask everyone to say one word about how they are feeling. If you get any loaded remarks, ask those people to stay after and talk with you a little.

What's Important in Work (work values)?

Repeat the exercise you did with your personal life and the bright yellow cards, for your work life, using the bright pink deck marked Important Parts of My Work. Words on this deck include the following:

Self-Sufficiency of Individuals and Families	Child Safety
Quality of Services	Family Integrity
Permanency of Homes for Children	Dignity and Respect for Individuals and Families
Parental Rights	Least Restrictive Alternatives
Critical Self-Analysis Review	Prevention
Collaboration	Cultural Relevance
Community-Based Services	Job Security
Creativity	Vision
Playing by the Rules	Honesty
Effectiveness	Innovation
Ethics	Professionalism

**Clarifying Values Related to Work:
Repeat the Same Exercise with the
Work Values Deck**

After participants have filled out Appendix K, don't split them into pairs but have them read their work values while you write them on a flip chart. Keep track of which ones come up often. After all the values are listed, talk about how they cluster. Are there any that everyone would agree are important? Ideally, help the group process down to six work values, and clarify them. If they start to polarize, move on. This workshop isn't about conflict resolution.

The Relationship Between Personal and Work Values

Are there any conflicts or congruencies between personal and work values? Which are more important? Which do they find themselves acting upon most frequently?

Ask for feedback. Take notes on it.

What Does Better Look Like?

The purpose of the next exercise is to help people start thinking about how their values are being expressed in their work, and how they might be made even more clearly operational. This is a difficult exercise. It is usually much easier for us to point out what is wrong than to figure out how it would look if it were better. Your challenge as a trainer is to keep asking, What would it look like if it were the way you want it? Then help people be more and more specific. We want, ideally, to end up with a list of small goals that might really be possible to accomplish. We want to minimize complaining that doesn't get anywhere. If the group bogs down in a negative mindset, you may want to refer back to the key concepts of resilience and remind them that having a positive vision is usually helpful. This is one way you might introduce this exercise:

We've talked about what's happening to us, what's important to us, and where we find the meaning in our work. Now we are going

to try to imagine how things could be better. One of the barriers to moving ahead is that we often don't know what "better" looks like. It's hard to go somewhere when you don't have any idea where it is. We're going to take a few minutes now to just brainstorm what "better" would look like. This exercise is related to self-understanding, development of a positive attitude, hope and commitment. It is also related to locus of control, because after we brainstorm what "better" looks like, we will go through the list and talk about which items we might be able to influence.

Pull for what "better" looks like, and write the responses on flip charts. Try to get people to think about "better" for the systems, for programs, for families, for workers, for taxpayers. Don't settle for vague items like "more money," or "fewer clients." Write those down, and reinforce people for speaking, but try to get them to go one or two levels deeper for specificity: "More money for concrete services for families," or "caseloads of ___ size."

Can We Make "Better" Happen?

In considering locus of control, it's important to be as clear as possible about which issues we can influence and which we cannot, so that we don't waste time and energy on hopeless tasks. Ultimately, we have big choices to make about how we approach our work:

Note to facilitator: Refer back to the fundamental choices you first mentioned in connection with the locus of control aspect of resilience:

- We can go on the same as we are now.
- We can decrease our expectations for success.
- We can find additional skills and resources to enhance our problem-solving and goal-attainment capacity.
- We can quit.

We can choose one of these options in connection with our overall job, and we also have those same options in relation to the specific items in the "What does better look like?" list. We may not all choose the same way. Let's take a few minutes here to discuss our potential for success in relation to each of the items. Where there seems to be an overall feeling that those of us in this room could make a difference, I will put a green star next to the item. Where there seems to be a feeling that we cannot make a difference, I will put a black star. If someone else could make that difference, we can write that as part of the list, in terms of "Influencing someone to make the change we want."

Go down the list the participants created while brainstorming what better looks like, discussing how feasible it would be to make a difference. Push for small steps. Ask if there is any partial way this could be attained. Could it be attained with one client? Talk about the importance of small wins to keep our energy up. If they disagree about whether an item

should have a green star or a black star, don't insist they come to the same conclusion. It's okay for people to see things differently. Put both black and green stars where they disagree.

Survival Planning Goals

Take out the blue Survival Planning cards. We want to get from "What does better look like?" to a plan. All the things that some of the people care most about will have been put on the "What does better look like?" list. For them, there are blank cards in the Survival Planning Goals deck where they can write the goals and prioritize them.

The Survival Planning Deck is intended as a supplement to the "What does better look like?" list. It is for people who have other priorities than those on the list. They can look through the cards and follow these directions. If they are happy with, and able to select a few goals from the "What does better look like?" list, they do not have to do this step.

Words on this deck include the following:

Change the System

- Develop a plan for reallocating current dollars to improve outcomes.
- Develop a plan to raise additional dollars to help improve our services.
- Feel that what I do makes a difference.
- Influence my administration.
- Become more active in political issues.

Investigate Other Career Pathways

- Check out transfers within the department.
- Read the want ads.
- Talk with a career counselor.
- Take some classes.
- Talk with my supervisor about options.

Build Myself a Stronger Support System

- Talk with more people about what is really going on with my job.
- Talk with fewer people about what is really going on with my job.
- Talk with my supervisor about support I'd like to have.
- Talk with my supervisor about support I'd like to give others.
- Talk with my teammates about ways we can be more supportive of one another.
- Find a mentor or counselor.
- Improve my relationship with my significant other.
- Improve my relationship with my kids.
- Improve my relationship with my parents.
- Improve my relationship with my friends.
- Join a faith community.

Increase the Positive Energy I Have Available

- Eat better.
- Be less depressed.
- Be less angry.
- Sleep better.
- Improve my work environment.
- Exercise more.
- Be less anxious.
- Set aside more time for fun.
- Be more assertive.
- Use less alcohol/drugs.
- Experiment with new activities that might be fun.
- Protect myself from others at work who are bummed out.
- Learn to be more at peace with past job-related disappointments and grief.
- Increase my skills in coping with people who are opposed to my point of view.
- Be less frustrated.

Increase My Self-Esteem

- Identify and clarify more of my personal strengths and resources.
- Identify and clarify more of the strengths and resources in the people and environment around me.
- Learn more positive self-talk.
- Learn to challenge negative self-talk.
- Keep track of small wins.

Set More Realistic Goals for Myself

- Let my supervisor know I m working on this goal.
- Keep track of how much time I spent on which work tasks for one week.
- Evaluate whether any activities could be dropped or reduced without harm.
- Clarify with my supervisor what she expects me to accomplish each week.
- Clarify with my team and consultants what is realistic for me to accomplish with families given our current resources.
- Be more clear about the limits of what I can do.
- Be more clear about my particular role within the organization.
- Ask for structured feedback from my supervisor and teammates on a regular basis.
- Practice setting small-step goals and monitoring them.

Learn New Skills to Help Families More Effectively

- Enhancing motivation.
- Helping with drug and alcohol problems.
- Making better partnerships with natural helpers.
- Holistic assessments.
- Wraparound services.
- Holding family members accountable.
- Developing agreements I can enforce with families.
- Relating to people from different cultures.
- Getting more positive feedback from families.

Increase Safety

- Learn/arrange more ways to improve safety during travel to families homes.
- Learn/arrange more ways to improve safety while I am with families.
- Learn/arrange more ways to keep families safe when I am not there.
- Feel confident that I won't do anything that will get me sued.

Make Sense Out of My Life

- Understand what's really important.
- Act on what's really important.
- Understand what's happening to me in my job.
- Develop a vision for a positive future.
- Find a place where I belong.
- Understand my job and how it fits into the big picture.

Improve My Capacity to Receive Support From Neighborhood Helpers

- Negotiate with my supervisor to get time to work on this.
- Identify the neighborhood(s) where I most need support.
- Identify people and neighborhoods who could help identify helpers.
- Call these organizations and people to get names and advice on how to approach helpers.
- Prioritize helpers to contact.
- Clarify types of help I might like to get and give.
- Begin contacting people.
- Begin meeting with people.

We've talked here about some things that could happen to make our situations better. Now I'd like to tie that into the whole locus of control issue by trying to figure out ways we can actually have an impact on what's happening to us. Now we are going to pin down specific goals that would have the most meaning for each of us, personally. After we have our goals, then we will work on specific

tasks to accomplish our goals, and, finally, ways to support one another in accomplishing the tasks.

Refer participants to the blue Survival Planning cards in their packets, along with Appendix L where they can write down goals and tasks.

- First of all, look over the items on the 'What Does Better Look Like?' lists. If you see any that really tug at your heart strings, write them down on a piece of paper (not the one from your packet, just a regular piece of paper).
- Then, thinking of a period of time, say three months, underline goals on the cards that you would like to work on.
- Go through the cards once more and star ten of the underlined items, the ones that you would most like to work on.
- Write each of the items you have selected on a small square of paper (hand out 2x2 inch squares, about fifteen each; you can use post-its if you want).
- Write each of the items you have selected from the 'What Does Better Look Like?' lists on one square of paper as well.
- Pick the top two among the ones from the list and from the goal cards.
- Prioritize them. Be sure to consider carefully how likely it is that you will succeed in each. You want to select ones that will happen so that you can encourage yourself and build more energy for keeping on.
- Write the top choices on the Goal sheet.

OPTIONAL: The handout on developing a vision of a positive career for the next several years. See Appendix M.

How Are We Going to Get There?

Often we select goals and then never take the first step in working toward them. Sometimes it happens because each step still seems bigger than we can make. Other times it happens because we don't know how to clarify what tasks will get us to our goals.

- Get a partner.
- Help each other come up with very small tasks that might lead to each goal.

Ask for feedback. What did you think of this exercise?

Do another feeling check, just to make sure everyone's still on the track.

How Can We Help Each Other?

Brainstorm what people can do to support one another. Do they want to meet with their partners? As a group? With the facilitator again for follow-up? Write down what they say on a flip chart.

Specific Follow-up Plans

Help the group members design a plan that will help them achieve their individual and any group goals they have. It is likely that your telephone support or more visits will be crucial to their being able to achieve the changes they wish. Do all that you can to get time budgeted for yourself to provide this continued encouragement.

Conclusion

When this workshop has been given, people have seemed to want to just hang around and talk with each other for a while afterward. It's probably good if the trainer can do this, too, rather than darting out.

Don't forget to get some kind of evaluation—a standard one that you use or the group uses, or you can repeat the pre-workshop questionnaire.

Good Luck! Have a good time!

A P P E N D I C E S

A p p e n d i x A

Sample Letter to Supervisors or Managers Regarding Participation in Resilience Workshops

Dear _____,

I wanted to let you know about a workshop that the Division of _____ is making available to some of its staff, titled Increasing Resilience: Survival Planning for Human Services Workers.

As you know, resilience is the act of leaping or springing back; a rebounding. It is the ability to recover strength, spirits, good humor quickly; buoyancy. The goals of this workshop are to:

- Help staff stay motivated
- Help staff develop specific plans for coping with potentially draining aspects of their jobs
- Reduce staff turnover

It is our experience that most staff are having difficulty coping with the various challenges inherent in human services today. It is also our experience that people can get better at bouncing back if they have a forum for discussing the issues, learning new coping methods, and support for implementing new strategies.

The workshops are free. They take two days. The only criterion for including people is that they want to come! Please let us know if you would like to make this opportunity available to your staff. We include a flyer that you might want to circulate to see if they are interested.

Best wishes,

Suzanne Holland
Main Facilitator

**Sample Flyer for Resilience/Survival
Planning Workshop**

**Enhancing Resilience: Survival Planning for
Human Services Workers**

- Take two days for yourself!
- Remember why you got into human services in the first place.
- Get in touch with what's really important to you, in your work and in your life.
- Develop a plan for making a difference for yourself.

The only criterion for inclusion is that you and your team want to participate. Let your supervisor know if you are interested it's free!

Appendix C

Workshop Questionnaire to Be Completed Before, After and Very After the Workshop

1. On a 1-10 point scale, how do you feel about your work today?

Horrible 1 2 3 4 5 6 7 8 9 10 Fantastic

2. Why?

3. On a 1-10 point scale, how do you feel about the degree of control you have over your job?

Horrible 1 2 3 4 5 6 7 8 9 10 Fantastic

4. Why?

5. On a 1-10 point scale, how do you feel about your ability to do a good job in your present situation?

Horrible 1 2 3 4 5 6 7 8 9 10 Fantastic

6. Why?

7. On a 1-10 point scale, how hopeful do you feel about the future in your job?

No Hope at All 1 2 3 4 5 6 7 8 9 10 Very Hopeful

8. Why?

9. On a 1-10 point scale, how much of a support system do you have in your job?

None 1 2 3 4 5 6 7 8 9 10 A Terrific One

10. Why do you say this?

Agenda
Resiliency and Survival Planning Workshop

Day One

Pre-Workshop Questionnaire

Introductions

Background for Workshop

Goals of the Workshop

Key Aspects of Resilience

The Fable

What's Important, Anyway?

 In work?

 In life?

What's the Meaning of This?

Day Two

What Does Better Look Like?

Can We Make It Happen?

Where Are We Going First?

How Are We Going to Get There?

How Can We Help Each Other Reach Our Goals?

Post-Workshop Questionnaire

Resiliency

Human service workers are faced with social problems that are severe and complex and appear intractable. Those with the ability to respond effectively to this challenge have traits associated with resiliency.

The literature on resiliency identifies traits associated with resilient individuals. Five that stand out are: self-esteem, a sense of some control over one's life and work (an internal locus of control), a sense of hope or a positive attitude, availability of a support system, and the ability to adopt a style of detached concern.

Self-Esteem

Trying to remedy difficult and complex societal problems takes a belief in one's own ability to do difficult tasks and to continue when it appears impossible. The development of self-esteem allows this to happen. Self-esteem and an understanding of who we are appears to lessen the negative impact of many of life's struggles, both personal and professional.

The literature on resiliency of children identifies self-esteem as an important protective mechanism. Vaillant (1993) concludes from his review of a longitudinal study of poor inner city children that:

Resilience is also a product of self-esteem, self-efficacy and a stable sense of self... We are all more resilient when surmounting obstacles that we have surmounted before... We are all more resilient when we have a firm sense of who we are and that we are lovable (p. 302).

Laub and Lauritsen (1994) cite studies that identify self-esteem as one of the factors that may protect children from criminal behavior. Felsman's (1989) study of Colombian street children found that self-esteem was one trait

that helped these children survive in extreme circumstances (Dugan & Coles, 1989). Werner's (1993) longitudinal study of children born in 1955 on the Hawaiian island of Kauai found that one of the protective mechanisms was characteristics and caregiving styles of the parents that reflected competence and fostered self-esteem in the child.

Self-esteem remains a protective factor in the lives of adults. Rutter (1987) remarks that it is protective to have a well established feeling of one's own worth as a person together with a confidence and conviction that one can cope successfully with life's challenges (p. 327). Greenberg et al. (1992) conducted three studies that supported the hypothesis that self-esteem has an anxiety-buffering function. The belief in one's ability to cope with difficulties as well as being less prone to anxiety can only increase adults' ability to confront the challenges in the human services fields. Byrne (1994) found that self-esteem was a critical factor in whether teachers were predisposed to burnout.

In addition to having an important direct effect on perceptions of personal accomplishment, self-esteem appears to function as an essential mediator variable through which effects of environment-based organizational factors filter (p. 667).

A study of burnout among AIDS workers found that the worker's confidence in self and society has a greater impact on reducing burnout than the perceived difficulty of the work (Egan, 1993). Kadushin (1992) found that self-esteem was negatively related to burnout. Ben-Sira (1985) tells us that self-confidence is one of the elements of resilience when working in the human service profession.

Locus of control; a sense of control

A belief that we have control over positive outcomes in our lives (possessing an internal locus of control) and the ability to act, both as children and adults, are strong factors in developing resiliency. Vaillant (1993) identifies the attributional style that reflects an internal locus of control as a potent factor in resilience.

Daniels and Guppy (1994) found that an internal locus of control and the availability of some form of control in the workplace jointly buffer the effect of stressors and facilitate effective problem-focused coping (p. 1537).

Whitehead's work on burnout in the criminal justice field found that an external locus of control increased the likelihood of burnout. McNaughton, Patterson, Smith, and Grant (1995) report that an external locus of control was related to depression and poor health in Alzheimer's disease caregivers.

Powerlessness is a crucial factor in burnout, according to Keane et al. (1985), who found that nurses who perceived that they had little control over their jobs were more susceptible to burnout. Bryne's 1994 study found that teachers with more opportunity to be involved in decisionmaking were less likely to burn out.

Internality and perception of personal control over outcomes were positively correlated with job commitment, involvement and satisfaction in a study of cognitive style and attitudes to work study by Furnham, Brewin, and O Kelly (1994). Rush, Schjoel, and Barnard (1995) studied the impact of psychological hardiness on public employees coping with the ongoing pressure for change. The authors found that individuals with the characteristics of psychological hardiness, which includes a strong sense of control, experienced less stress and higher levels of satisfaction than less hardy individuals.

Duquette, Kerouac, Sandhu and Beaudet (1994) believe that commitment, one of the

attributes of psychological hardiness, is the best predictor variable of burnout in the nursing profession. Commitment requires the ability to act whenever needed and the avoidance of passivity.

A sense of hope or a positive attitude

A sense of hopefulness and an optimistic cognitive style are both seen as important factors in fostering resiliency. To be able to continue to act when faced with challenges and setbacks requires a belief that change can occur. This sense of hope is one of the traits of children who overcome great adversity and is one of the traits that adults can develop to be able to continue to work effectively in the human services field.

In studies of resiliency in children, positive temperamental characteristics and cognitive styles correlate with resiliency. Hopefulness and a positive outlook on life reduced the impact of risk factors and added to the resiliency of the child (Vaillant, 1993; Garmezy, 1991; Werner, 1993).

A lack of belief in one's ability to help and the overwhelming nature of the task are two cited causes of burnout (Kadushin, 1992). Hope is scarce if workers often feel that their responsibilities exceed their power and resources.

The results of the workers' best efforts to help the client in the face of overwhelming odds, under conditions which are beyond their control, lead to a sense of impotence, frustration, and failure. A clear sense of achievement is hard to come by (Kadushin, 1992, p. 249).

Nevertheless, some workers do approach their work with a positive attitude or hopefulness. These workers tend to not burn out as easily.

Zastrow (1984) conceptualizes burnout in the human services field as one reaction to a high stress level. Burnout is caused by

experiences and by what people tell themselves about these experiences. Zastrow suggests that self-defeating, negative thoughts cause burnout, while more positive thoughts can prevent it.

In a study of the relationship of optimism, perceived control over stress and coping, optimism was positively associated with the use of active coping, growth and positive reinterpretation. It also proved to be negatively correlated with the use of denial, behavioral disengagement and focusing on and venting of emotion (Fontaine, Manstead & Wagner, 1993).

Colby and Damon's (1992) study of exemplars of moral commitment, people who had dedicated a good portion of their lives to a moral (and difficult) cause, found that positivism and hopefulness were common attributes. They enjoyed life, especially the work they were doing. They were able to sustain this positivism in the worst of circumstances. Through interviews, the authors found that these people were able to be positive and hopeful because they made a conscious decision to react in a positive way. They had a lively sense of humor and a sense of perspective that allowed them to see their efforts as part of a long-term project, not an individual labor. They had the capacity to forgive. The authors also found that a strong sense of community helped sustain these attitudes.

Availability of a support system

The availability of a support system plays a positive role in coping with the major problems of our lives (Vaillant, 1993; Garnezy, 1991; Werner, 1993). For children and adolescents, these support systems include concern by parents or by a person, possibly outside the family, who is used by the resilient child. This person could be a strong maternal substitute, a supportive teacher or an institutional structure—a social agency,

social worker, school system, or church that serves to foster the child's ties to the larger community.

Social support also plays a role in resiliency for adults, whether it is a formal support group in the workplace, informal peer support, or a perception of administrative support.

In a study of 244 accountants, Daniels and Guppy (1994) found that social support in the workplace buffers the effects of stressors upon well-being. Oktay (1992) found that belonging to a support group was one of three predictors of reducing burnout for hospital social workers working with AIDS patients. Bramhall and Ezell (1981) recommend forming support groups for staff to prevent burnout. Krell, Richardson, LaManna and Kaiyrs (1983) found that a multidisciplinary support and training group for child welfare staff can help staff members cope with the high demands of the job. Zastrow (1984) recommends that organizations provide social events for staff and hold regular informational meetings between administrators and staff to prevent burnout.

Duquette, Kerouac, Sandhu and Beaudet (1994) found that the more that nurses perceive elements of support for them in the workplace, the less they burn out. A study of organizational and personality factors on burnout on teachers (Bryne, 1994) found that peer support significantly influenced positive self-esteem, which in turn was negatively correlated with burnout. Colby and Damon (1992) found that a support system was necessary to maintain the attitudes that prevent burnout.

Ability to adopt a working style of detached concern

Christina Maslach (1982), as well as other researchers in the area of worker resiliency and burnout, (Edelwich, 1980; Bramhall & Ezell, 1981; Pines & Aronson, 1981) recommend an attitude of detached concern.

This phrase, first coined by Lief and Fox (as cited in Maslach, 1982), indicates a blend of compassion and objectivity for which many workers strive. The provider is genuinely concerned about people's well-being but has some psychological distance from their problems (Maslach, 1982). Maslach sees detachment and concern as complements to each other. The benefits of one offset the possible pitfalls of the other:

By being close and concerned the provider sees the recipient as a fellow human being, has a more sensitive understanding of the problems that person is facing, and is personally motivated to help. On the other hand, by being distant and detached, the caregiver appraises the problems objectively, implements solutions in an orderly and rational way, and is straightforward in assessing their success (or failure) (Maslach, 1982).

How one develops this healthy balance of detachment and concern is not as clearly defined. It is not halfway between truly caring for the client and total detachment. Instead, it involves truly caring for the client, using interpersonal skills including listening, empathizing and genuineness, while holding

realistic expectations regarding outcomes. Edelwich (1980) suggests that workers keep their own efforts in perspective. Failure and recidivism are part of the job in the helping professions (p. 215). Therefore, workers should focus on the process, not on the results. This kind of detachment has more to do with a healthy perspective and clear boundaries than with creating barriers between staff and clients. Aguilera (1994) tells us that:

Nothing is more important in handling burnout than to know what responsibilities the individual does and does not have. The professional is not responsible for clients or for the institution but is responsible for himself. . . It simply means he is responsible for his own actions, not theirs [patients and institutions] and remains responsible for his actions regardless of what they do or not do (p. 312).

When workers clarify responsibilities and personal limitations, they are also role-modeling healthy behavior for their clients.

The elements of detached concern are an honest caring attitude towards clients, the ability for genuine self-care, and a letting go of the results, realizing that the therapist can control her/his own actions but not the actions of the client.

Most Detailed Explanation of Aspects of Resilience

The literature on resiliency identifies traits associated with resilient individuals. Five that stand out are: self-esteem, a sense of control over one's life and work (an internal locus of control), a sense of hope or a positive attitude, availability of a support system, and the ability to adopt a style of detached concern.

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Zastrow (1984) conceptualizes burnout in the human services field as one of the reactions to high levels of stress. Burnout is caused by life experiences and by what people tell themselves about these experiences. Zastrow suggests that self-defeating, negative thoughts cause burnout, while more positive thoughts can prevent it.

In a study of the relationship of optimism, perceived control over stress, and coping, optimism was positively associated with the use of active coping, growth and positive reinterpretation. It also proved to be negatively correlated with the use of denial, behavioral disengagement and focusing on and venting of emotion (Fontaine, Manstead & Wagner, 1993).

Colby and Damon's (1992) study of exemplars of moral commitment, people who had dedicated a good portion of their lives to a moral (and difficult) cause, found that positivism and hopefulness were common attributes. They enjoyed life, especially the work they were doing. They were able to sustain this positivism in the worst of circumstances. Through interviews, the authors found that these people were able to be positive and hopeful because they made a conscious decision to react in a positive way. They had a lively sense of humor and a sense of perspective that allowed them to see their efforts as part of a long-term project, not an individual labor. They had the capacity to forgive. The researchers also found that a strong sense of community helped sustain these attitudes.

Availability of a support system

The availability of a support system plays a positive role in coping with the major problems of our lives (Vaillant, 1993; Garmezy, 1991; Werner, 1993). For children and adolescents, these support systems include concern by parents or a person, possibly outside the family, who is used by the resilient child. This person could be a strong maternal substitute, a supportive teacher or an institutional structure—a social agency, social worker, school system, or church that serves to foster the child's ties to the larger community.

Social support also plays a role in resiliency for adults, whether it is a formal support group in the workplace, informal peer support or a perception of administrative support.

In a study of 244 accountants, Daniels and Guppy (1994) found that social support in the workplace buffered the effects of stressors upon well-being. Oktay (1992) found that belonging to a support group was one of three predictors of reducing burnout for hospital social workers working with AIDS patients. Bramhall and Ezell (1981) recommend forming support groups for staff to prevent burnout. Krell, Richardson, LaManna and Kaiyrs (1983) found that a multidisciplinary support and training group for child welfare staff could help staff members cope with the high demands of the job. Zastrow (1984) recommends that organizations provide social events for staff and hold regular informational meetings between administrators and staff to prevent burnout.

Duquette, Kerouac, Sandhu and Beaudet (1994) found that the more that nurses perceive elements of support in the workplace, the less they burn out. A study of organizational and personality factors on burnout in teachers (Bryne, 1994) found that peer support significantly influenced positive self-esteem, which in turn was negatively correlated with burnout. Colby and Damon (1992) found that a support system was necessary to maintain the attitudes that prevent burnout.

Ability to adopt a working style of detached concern

Christina Maslach (1982) and other researchers in the area of worker resiliency and burnout (Edelwich, 1980; Bramhall & Ezell, 1981; Pines & Aronson, 1981) recommend an attitude of detached concern. This phrase, first coined by Lief and Fox (as cited in Maslach, 1982), indicates a blend of

compassion and objectivity for which many workers strive. The provider is genuinely concerned about people's well-being but has some psychological distance from their problems (Maslach, 1982). Maslach sees detachment and concern as complements to each other. The benefits of one offset the possible pitfalls of the other:

By being close and concerned, the provider sees the recipient as a fellow human being, has a more sensitive understanding of the problems that person is facing, and is personally motivated to help. On the other hand, by being distant and detached, the caregiver appraises the problems objectively, implements solutions in an orderly and rational way, and is straightforward in assessing their success (or failure) (Maslach, 1982).

How one develops this healthy balance of detachment and concern is not as clearly defined. It is not halfway between truly caring for the client and total detachment. Instead, it involves truly caring for the client, using interpersonal skills including listening, empathizing and genuineness, while holding

realistic expectations regarding outcomes. Edelwich (1980) suggests that workers keep their own efforts in perspective. Failure and recidivism are part of the job in the helping professions (p. 215). Therefore, workers should focus on the process, not on the results. This kind of detachment has more to do with a healthy perspective and clear boundaries than with creating barriers between staff and clients. Aguilera (1994) tells us that:

Nothing is more important in handling burnout than to know what responsibilities the individual does and does not have. The professional is not responsible for clients or for the institution but is responsible for himself. . . It simply means he is responsible for his own actions, not theirs [patients and institutions] and remains responsible for his actions regardless of what they do or not do (p. 312).

When workers clarify responsibilities and personal limitations, they are also role-modeling healthy behavior for their clients.

Appendix G

Table I. Summary of Resilience Research and Themes

Important Dimensions	Drug Abuse	General Children	Human Service Workers	General Adults
Self-esteem and sense of self-efficacy	Hawkins, Catalano & Miller, 1992	Rutter, 1987; Hawkins, Catalano & Miller, 1992; Vaillant, 1993; Laub & Lauritsen, 1994; Dugan & Coles, 1989	Byrne, 1994, Rutter, 1987; Hawkins, Catalano & Miller, 1992; Vaillant, 1993; Laub & Lauritsen, 1994	
Realistic sense of control (Internal locus of control)	Hawkins, Catalano & Miller, 1992	Rutter, 1987; Hawkins, Catalano & Miller, 1992; Vaillant, 1993; Laub & Lauritsen, 1994	Daniels & Guppy, 1994; Furnham, Brewin; & O Kelly, 1994	McNaughton, Patterson, Smith, & Grant, 1995
Feeling of hope, optimistic cognitive style	Hawkins, Catalano & Miller, 1992	Rutter, 1987; Hawkins, Catalano & Miller, 1992; Vaillant, 1993; Laub & Lauritsen, 1994	Fontaine, Manstead & Wagner, 1993	
Self-understanding			Christina Maslach, Prentice Hall Press: New York, 1982	W.R. Beardslee, 1989
Hardiness: Three elements: 1. Control: belief that life experiences are predictable and controllable, 2. Commitment: involvement in and belief in the importance, value, and meaningfulness of life's activities 3. Sense of challenge: belief that change, rather than stability, is normal, and anticipation of changes as interesting incentives to growth rather than threats to security			Rush, Schjoel, & Barnard, 1995	Rhodewalt & Zone, 1989
Age	Hawkins, Catalano & Miller, 1992		Maslach, 1982; Oktay, 1992	
Support System		Rutter, 1987; Vaillant, 1993; Laub & Lauritsen, 1994	Maslach, 1982	
Detached Concern			Christina Maslach, 1982; Edelwich, 1980	

A p p e n d i x H

Reaction Chart

Transitions that have affected me in the last year	Some of my reactions to them	Signs of a new day

A p p e n d i x I

Core Values in Life

List, below, the six most important values in your life, and why they are important to you.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Why Am I in This Helping Role, Anyway?

Do this in pairs, with one person writing down the other's response on the form.

1. What were your original reasons for entering the helping field?

2. Were there any critical events that stand out in your mind as turning points regarding this decision?

3. What has happened that has made your helping career worthwhile so far?

4. What could happen that would make it worthwhile in the future?

A p p e n d i x K

Core Values in Work

List below the six most important values in your work, and why they are important to you.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Are there differences between what you believe in relation to your whole life and to your work? Are you surprised? What do these differences mean in terms of how you might run your life?

A p p e n d i x L

Goals: What I Would Like to Do First

Goal #1:

Task #1

Task #2

Task #3

Goal #2:

Task #1

Task #2

Task #3

Goal #3:

Task #1

Task #2

Task #3

Goal #4:

Task #1

Task #2

Task #3

Goal #5:

Task #1

Task #2

Task #3

Goal #6:

Task #1

Task #2

Task #3

Creating a Vision of a Satisfactory Career

This exercise is designed to help people begin to get clarity on at least one pathway for the future in relation to their role as helpers. It is not designed for people to struggle with the answers, merely to write or discuss the first things that pop into their heads when the questions are asked.

1. How long into the future would you like to think about your job? One year? Two? Five?

2. What setting would be the most pleasing to you?

3. What do you see yourself doing?

4. What other people are around?

5. What are they doing?

6. What are you trying to accomplish?

7. What is making it possible for you to accomplish this?

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