A COACHING MASTERCLASS ON

REALIZING RESILIENCE

WORKBOOK

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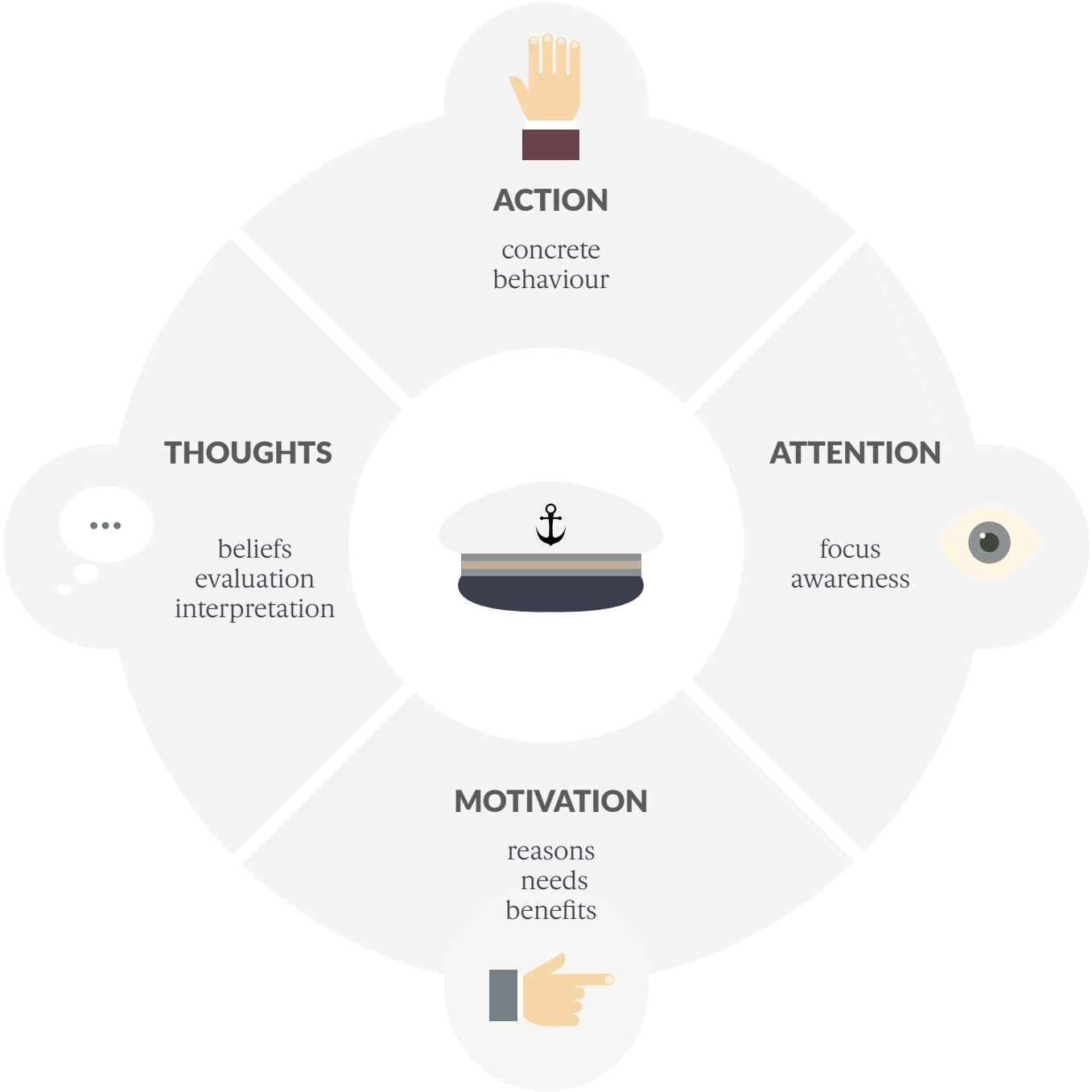
What would you like to learn in this masterclass?

THE SAILBOAT METAPHOR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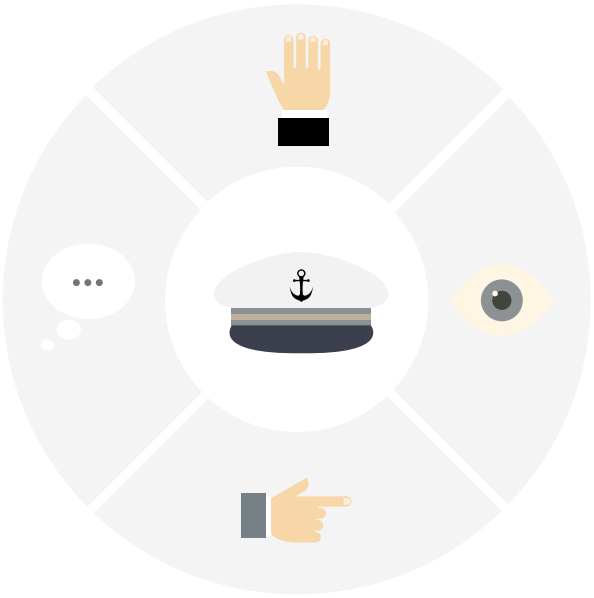

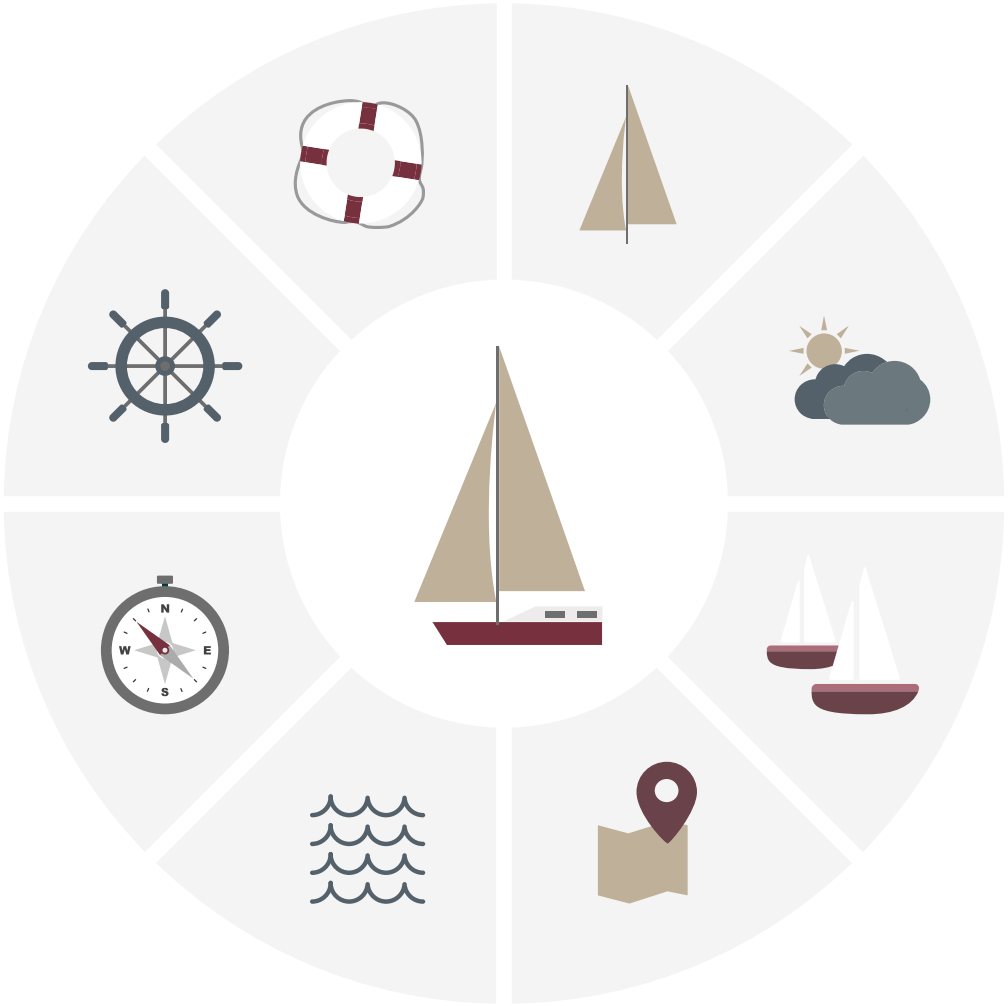
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THE STATUS OF YOUR SAILBOAT

Ask the other person to use the sailboat metaphor to describe how he or she is currently doing. You may ask the following questions:

- What is the current status of your sailboat?
- How would you describe your current journey?

Invite the other person to speak as much as possible in terms of the different elements of the sailboat and their interaction.

THE BRIEF RESILIENCE SCALE

For each of the following four statements, please circle the number that best represents how much you agree with the statement:

		Strongly Disagree	*Disagree*	*Neutral*	*Agree*	*Strongly Agree*
1.	I tend to bounce back quickly after hard times.	1	2	3	4	5
2.	I have a hard time making it through stressful events.	1	2	3	4	5
3.	It does not take me long to recover from a stressful event.	1	2	3	4	5
4.	It is hard for me to snap back when something bad happens.	1	2	3	4	5
5.	I usually come through difficult times with little trouble.	1	2	3	4	5
6.	I tend to take a long time to get over set-backs in my life.	1	2	3	4	5

To compute the score, first reverse the scores of items 2, 4 and 6. Reversing a score is done by exchanging the original value of an item by its opposite value: a score of 1 turns into a score of 5, a score of 2 turns into a 4, etc. Then, simply add up all the individual item scores. A weighted score can be calculated by dividing the total score by the number of items, in this case 6. Higher scores reflect more resilience.

Total Score:

Average Score (Total Score /6):

THREE GOOD THINGS

The Three Good Things exercise, also known as "The Three Blessings," is arguably one of the most well-known positive psychology interventions. This exercise entails writing down three things that went well and reflecting on these things at the end of each day (Seligman, Steen, Park, & Peterson, 2005). In a study by Seligman and colleagues (2005), participants were asked to write down three good things that happened to them each day, for one week. The results showed that this daily activity had a significant impact on reported levels of well-being and depression. Moreover, for participants who continued the exercise beyond the suggested 1 week, it was found that the activity increased happiness and decreased symptoms of depression for up to 6 months of follow-up.

In another study, reported in Seligman's book Authentic happiness (Seligman, 2002), even more profound effects were observed. In this study, severely depressed participants were instructed to recall and write down three good things that happened each day for 15 days. 94 percent of them went from severely depressed to mildly to moderately depressed during that time.

Interestingly, exercises similar to that of "The 3 Good Things" have been used in clinical settings for quite some time. Effective interventions for depression have often included positive activity "homework" for those with major depression (Lewinsohn & Graf, 1973). What is new is the Positive Psychology paradigm underlying these positive exercises: attention to the positive for the explicit purpose of increasing well-being and not as medicine for troubled states of mind.

GOAL

The goal of this exercise is to boost well-being by culitvating a focus on positive events.

ADVICE

- It is important for clients to reflect on why each good thing happened. The rationale here is simply that people may not be especially mindful about good events, even when they count them. For most people, "competence requires no comment," which means that we usually assume that good things are our due. Accordingly, we do not think much about them and miss the potential benefits of thoughtful (conscious) gratitude. Asking for an explanation leads to "deeper" thought. Moreover, often people are unaware of their own role in

good fortune. For example, someone cannot make a beautiful sunset, but they can choose to take it in (or not).

- In his book "A primer on positive psychology", Peterson states: "We experimented with these instructions and discovered—for example—that asking people to list ten good things did not work as well as asking for three and further that asking them to count their blessings at the beginning of the day was not nearly as effective as asking them to do so at the end of the day" (Peterson, 2006, p.38). Thus, when using this exercise with clients, it is advisable to do this exercise in the evening and stick to no more than three good things.
- Some possible variations of this exercise:
  - Do this exercise each day with a partner. Spend some time to discuss your and the other person's three good things.
  - Make a jar and write the good things on a small piece of paper. Empty the jar at the end of the year and read all the notes. This is a nice variation for use with kids.
  - At work in a team setting one can ask the question: What three things went right with the project today? What did I/we (the team) client do to make those good things happen?
- As a precaution, you may invite clients not to list things cynically such as, "I was grateful to get through the day", but to focus on things they did or that happened which were genuinely positive. For instance, instead of that cynical response, saying "I am grateful that I left work on time and got home in time to see my family."
- It is important to make sure that clients do not use this exercise as a way to avoid or deny the negative things in life.
- Make sure clients understand this exercise is not only about "big" things. Drinking a cup a coffee, having a nice conversation, etc. are all good examples of things that one can be grateful for. For a depressed client, the good thing may be that he/she got out of bed.
- Sometimes clients interpret the exercise as a way to put things into perspective: "People in Africa are dying, I should be grateful for this meal". Gratitude is not about (downward) comparison. Of course, things can always be worse, but this is not the essence of gratitude. It is possible to be grateful for something without making the comparison to people who are worse off.
- It is important that clients list specific rather than general things. For instance, it is better to list "being grateful for a nice conversation at work this day" than "being grateful for having a job".
- Although clients may do this exercise in their head, it is advised to write down the good things rather than think about them.

▶ REFERENCES

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▶ INSTRUCTIONS

In this exercise, you will remember and list three positive things that have happened in your day and reflect on what caused them. In doing so, you will tune into the sources of goodness in your life. The hope is that you will remember events that otherwise would have been overlooked. It is a habit that can change the emotional tone of your life, increasing an overall sense of gratitude for your life.

Short version

Each night before you go to sleep:

1. Think of three good things that happened today.
2. Write them down.
3. Reflect on why they happened.

Extended version

Each day for at least one week, write down three things that went well for you that day. Also, provide an explanation for why they went well.

Preferably, create a physical record of your items by writing them down. The items can be relatively small in importance ("I had a nice chat with my friend") or relatively large (e.g., "I earned a big promotion").

After each positive event on your list, answer in your own words the question "Why did this good thing happen?" For example, you made the nice chat with your friend possible because you called her.

To make this exercise part of your daily routine, some find journaling before bed

to be helpful. As you write, follow these instructions:

1. Give the event a title (e.g., "co-worker complimented my work on a project")
2. Write down exactly what happened in as much detail as possible, including what you did or said and, if others were involved, what they did or said.
3. Include how this event made you feel at the time and how this event made you feel later (including now, as you remember it).
4. Explain what you think caused this event—why it came to pass. You may also focus on what you did to make this good thing happen.

Use whatever writing style you please, and do not worry about perfect grammar and spelling. Use as much detail as you would like.

WALKING DOWN THE STREET

Resilient people are aware of the difference between their thoughts about a life event (appraisal) and the event itself. This awareness allows them to cope with the situation in a more effective and intentional way.

GOAL

The goal of this exercise is to let clients experience how feelings are shaped and triggered by thoughts. Moreover, by becoming aware of this causal relationship and by observing thoughts, a negative cycle of thinking and feeling can be prevented from occurring. In short, the exercise can help clients to understand that:

- Thoughts are not facts. Thoughts are mental events.
- Emotional reactions reflect interpretations (appraisals) about situations rather than the actual situations themselves.

ADVICE

- Allow clients sufficient time to vividly imagine the scenario. When performed in a group, the practitioner may ask participants to raise their hand when they have imagined the scenario to make sure that everybody is finished.
- Although this exercise can also be performed individually, performing it in a group increases awareness of the great variety of thoughts that arise as the result of the very same event. This can help clients to realise that thoughts do not represent reality, and are nothing more than a subjective interpretation of an event.
- It can be valuable to discuss possible ways to effectively deal with the scenario. From a mindfulness perspective, one could direct attention to the thoughts and feelings that are present in the current moment. In doing so, one disrupts the cycle of negative thinking and emotions and takes a step back. This awareness provides the possibility to observe the interplay between thoughts and emotions. You are not trying to change the emotions or feelings that are present, but only to observe them. You accept what you experience. By turning attention back to the present moment, to the feeling, you create room and insight. Thus, mindfulness can help to become aware of the automatic influence of thoughts on emotions and vice versa.

▶ INSTRUCTIONS

Step 1: Imagining a scenario

Ask participants to sit comfortably and try to imagine the following scenario as vividly as possible:

"Imagine strolling along a street that you are well-acquainted with. As you look up, you notice that there is someone you know on the other side of the road. You smile and wave, however the person does not respond. The person continues to walk without giving you the slightest reaction..."

Step 2: Review the exercise

As you were imagining, did you notice any of your thoughts?

As you were imagining, did you notice any of your emotions?

It can be sometimes challenging to differentiate between our thoughts and emotions as they can play off each other quite rapidly. Below are some sample thoughts and emotions that may have occurred during this exercise:

Thought	Emotion
"I wasn't even noticed. What did I do to upset him/her?"	Worried
"Why did that happen?"	Intrigued
"How rude. He/she clearly saw me. Fine. Be that way."	Anger
"He /he must not like me all that much."	Sadness
"He/she is probably in a rush. I hope he/she makes it on time."	Concerned

Which of the thoughts and emotions pairs do you most relate to upon reflection of your experience?

Are there any thoughts and emotions you would add?

How helpful was this exercise to you?

What might you do next with your actions as a result of those thoughts/feelings?

BENEFIT FINDING

Helgeson and colleagues (2006) define benefit finding as "the positive effects that result from a traumatic event" (p. 797). It is the process of deriving positive growth from adversity and has become a central construct in the evolution of positive psychology. Clients can report major positive changes as a result of challenging life events such as severe illness or trauma.

In general, research has revealed positive long-term effects of benefit finding. For instance, some individuals report a new appreciation of their own strength and resilience, an enhanced sense of purpose, greater spirituality, closer ties with others, and changes in life priorities. Others feel that their relationships are stronger and that they have become more compassionate or altruistic (e.g., Affleck & Tennen, 1996; Davis et al., 1998; McMillen et al., 1997).

GOAL

The goal of this exercise is to create awareness of the possible benefits of challenging life events. This explicit focus on the positive characteristics of negative life events can help to boost resilience.

ADVICE

- In this exercise, the client will be asked to recall a traumatic life event. Be extra attentive of the client during the exercise. For most clients thinking of a difficult event will trigger negative thoughts and/or feelings.
- Make sure to acknowledge the painful experience. If the practitioner proceeds to the positive aspects of the event too early, the client may feel that he/she is not being understood or that the severity of the event is being underestimated. Consequently, the willingness to look at the event from another perspective is likely to be reduced.
- Considering life events from different viewpoints can be seen as a way to reduce dichotomous (black and white) thinking. The aim of this exercise is to create a balanced perspective on negative life events, rather than to stimulate positive thinking. Even when positive thinking is used to avoid negative feelings that accompany the traumatic life event, it can be considered as a form of experiential avoidance, and should be discouraged. It is important to inform clients about this distinction.
- In general, the exercise works best when the event that is chosen lies far enough in the past to allow time to also consider positive aspects, like personal growth, renewed friendship and so on. When an event is chosen that occurred

very recently, it can be very difficult if not impossible for a client to address the positive aspects of it. A client may be struggling too much with the negative emotions that arose from the event. Respect your client if he/she cannot make a positive shift in perspective and inform him/her that he/she can stop with the exercise at any given moment.

- Benefit finding may not work for everyone. Although most studies show positive effects, mixed results have been obtained in the cancer literature. For instance, Sears, Stanton, and Danoff-Burg (2003) found no relation between initial benefit finding and distress a year later. In a study by Tomich and Helgeson (2004), initial benefit finding predicted elevated distress months later. Carver and Antoni (2004) have speculated that the experience of finding benefit may promote greater emotional turmoil in individuals with worse prognosis, causing negative affect.

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▶ INSTRUCTIONS

Have the client talk about a traumatic event (e.g. loss, severe physical injury, etc.) in as much detail as possible for a few minutes. Have the client try to freely express any and all emotions and thoughts they have about the experience.

Now have the client focus on the positive aspects of the experience. Below are some questions to help guide the client:

How has the experience changed you?

What has the experience taught you?

How has the experience made you better equipped to meet similar challenges in the future?

How do you feel that this experience has made you grow as a person?

FINDING SILVER LININGS

People tend to dwell on things that have gone wrong in their lives—a mistake they made at work, saying the wrong thing in a social setting, or an evening that did not go as planned. People may even think about a negative event or experience like this so frequently that their lives seem filled with mishaps and disappointments. Focusing on negative experiences too much, however, can have a detrimental impact on one's life and wellbeing, and even be associated with depressive thinking (Nolen-Hoeksema, 2000). Moreover, an excessive focus on negative information has been identified in eating disorders (Dobson & Dozois, 2004) and in post-traumatic stress disorder (Buckley, Blanchard, & Neill, 2000).

There is an alternative to dwelling on things gone wrong; rather than focusing on the negative, we can look at the bright side of the situation. For instance, imagine that you made a mistake at work one day, and received some critical feedback from your boss. Instead of spending the entire rest of your day and evening going over and over what you did wrong and why, and focusing on the negative aspects of the feedback, you could look at the bright side of the situation by seeing the mistake and feedback as opportunities for growth and learning. As opposed to thinking about what you did wrong (which may lead to further negative thinking), you could think about what you could do differently, and perhaps better, next time (which may cascade into positive, hopeful thinking). This change in mindset, from negative to positive, is commonly known as "finding the silver lining."

Looking on the bright side even when things go wrong is a key component of optimism. In a study that examined the effect of finding silver linings (and another optimism exercise known as goal visualization) on a daily basis for three weeks, participants were seen to experience greater engagement in life and less dysfunctional thinking (e.g., believing that making a mistake is a sign of weakness) at the end of the study (Sergeant & Mongrain, 2014). Interestingly, participants who were more pessimistic at the outset of the study experienced greater benefits, showing fewer depressive symptoms afterward.

This exercise helps people change their outlook on a negative situation or experience by looking at the bright side, in turn helping them develop a healthier and more balanced perspective on difficult life situations.

GOAL

The goal of this tool is to help clients change their outlook on a negative situation or experience by looking at the bright side. By completing this exercise daily for at

least two weeks, clients develop a healthier and more positive habit of mind and a more balanced perspective on difficult life situations.

▶ ADVICE

- This exercise can be repeated to help clients create a new habit of mind. Regularly completing the silver linings exercise can help clients get in the habit of recognizing positive aspects of life and seeing the upside to challenging situations rather than fixating on the downsides. With repeated practice, clients will begin to naturally look for silver linings in otherwise difficult experiences. Therefore, encourage clients to repeat this exercise often.
- The study by Sergeant and Mongrain (2014) revealed that the positive effects of doing this exercise seemed to wear off two months later, suggesting the need to repeat this practice periodically.
- This tool draws on the same process of re-appraisal that characterizes exercises like benefit-finding, where clients work with a traumatic or significant life event. This exercise can be considered a "light" version of benefit-finding.
- The following questions may be used to help clients come up with silver linings (Step 4):
  - Can you think of anything good that came out of the experience?
  - What did you learn from the situation?
  - Did you develop any strengths as a result of this situation?
  - How did it add more meaning to your life?
  - If you could, would you go back in time and change what happened, if it meant that you wouldn't be the person you are now because of it?

▶ REFERENCES

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▶ INSTRUCTIONS

When things go wrong in life, we can very easily get caught up in thinking about how disappointed and regretful we feel, criticizing and blaming ourselves or others for the mishap, and focusing entirely on what we have lost and what the situation has cost us. In this exercise, we are going to practice doing the opposite, because looking at the bright side of an otherwise grim situation builds optimism and resilience.

Step 1. Shift into a positive mindset
Make a list of things that make you feel like your life is enjoyable, worthwhile, and/or meaningful at the moment. These things can be as general as "being in good health" or as specific as "having a fire at home during Winter." Come up with at least 5 things, and list these in the space below. The purpose of this step is to help you bring about a positive state of mind.

1.

2.

3.

4.

5.

Step 2. Identify a recent difficulty
Now, think about a time recently when something did not go your way, or when you felt frustrated, upset, or annoyed. For instance, perhaps you missed your train this morning, or maybe you spilled your coffee on yourself at work. In the space below, briefly describe this recent difficulty.

Step 3. Identify costs

What did this difficulty cost you? In the space below, write down the negative things that came out of this difficulty. For instance, some costs of spilling coffee over yourself at work may include: experiencing unpleasant emotions like embarrassment or anxiety, becoming distracted and falling behind, and having to wear a coffee-stained shirt to an important meeting.

1.

2.

3.

Step 4. Find silver linings

Now, rather than dwelling on the negative consequences of this situation, let us look at the bright side and consider what you gained from it. In the space below, come up with at least three positive things that came out of this difficulty. For example, some positives to come out of spilling coffee over yourself at work may include: connecting with the person who helped you in the kitchen; having a laugh with your colleagues which lightened the mood of an otherwise stressful workday; and, overcoming the anxiety/discomfort of seeing out the rest of your day with a coffee-stained shirt.

1.

2.

3.

4.

5.

THE BEST POSSIBLE SELF

The Best Possible Self (BPS) exercise can be used to change mindset and increase optimism. The BPS exercise requires people to envision themselves in an imaginary future in which everything has turned out in the most optimal way. Over the past years, writing about and imagining a BPS has repeatedly shown to increase people's mood and well-being (King, 2001; Peters et al., 2010; Sheldon & Lyubomirsky, 2006). Peters et al. (2010) provided evidence that writing about and imagining a BPS can also increase optimism in terms of expecting favourable outcomes. Research indicated a change in mindset due to the increase in optimism. This effect on optimism was independent from the effect on mood, which was also increased by the experiment.

GOAL

The goal of this exercise is to increase optimism by visualizing a best possible version of the self.

ADVICE

- While in most cases the exercise is used in a written form, it is also possible to ask clients to make drawings of their best possible self. The most powerful way to use the exercise is by instructing clients to visualize their best possible self on a daily basis.
- To most people, writing down their fears and troubles has therapeutic results but this exercise takes a positive approach towards one's best possible self. King (2001) has conducted research on the effects of this exercise and warns that this exercise may backfire if administered incorrectly. This exercise can make some people compare their current self to their ideal self and can cause feelings of disappointment due to the large gap. To avoid this negative result, people should write about a realistic possible future self. After the exercise, the practitioner may want to take the time to plan steps with the client to help him/her move towards his/her BPS.

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▶ INSTRUCTIONS

Set a timer or stopwatch for 10 minutes. During this time, you are to think about your best possible future self and to write it down on paper. Imagine your life the way you always imagined it would be. Imagine that you have performed to the best of your abilities and you have achieved all the things you wanted to in life. While writing, do not worry about grammar or punctuation. Just focus on writing all your thoughts and emotions in an expressive way. You may want to have several sheets of paper for this exercise.

Reflection

After completing the initial exercise, reflect on your feelings. Answer the following questions:

What effects did this exercise have?

How does this exercise affect you emotionally?

What can you learn from this exercise?

Did it this exercise motivate or inspire you? And if so, what changes?

EXPLORING EXPLANATORY STYLES

People interpret and explain life events in different ways. Explanatory style is a cognitive personality variable reflecting the way that people habitually explain the causes of good and bad events. There are three crucial dimensions to explanatory style: permanence, pervasiveness, and personalisation. The dimension 'permanence' is about time. This dimension refers to whether the causes of an event are perceived as temporary or permanent. The dimension 'pervasiveness' involves the generalizability of an event; is the event believed to have a specific cause or a universal cause? Finally, the dimension 'personalisation' is about who we believe is responsible for the event; ourselves (internal) or someone or something externally (external).

An optimistic explanatory style is associated with higher levels of motivation, achievement, and physical well-being and lower levels of depressive symptoms (for a recent review, see Buchanan & Seligman, 1995) and suicidal ideation (Hirsch et al., 2009. According to Seligman (2006), people can 'learn optimism'. This tool was designed to help people become aware of their explanatory styles in everyday life.

GOAL

The goal of this tool is to help clients examine their explanatory styles, to experience the difference between interpreting and explaining life events

ADVICE

- The idea with this tool is to make clients aware of their explanatory styles in everyday life, rather to push them to adopt an optimistic explanatory style. With awareness comes choice; clients can choose the type of explanatory style that will be most effective for a given situation.
- Inform your clients that being overly optimistic can be costly, such as when trying to play for a risky or uncertain future. This is because pessimism actually helps us to maintain caution, prudence, and analytic thinking (which are key components to effective decision-making).

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▶ INSTRUCTIONS

In this exercise, we are going to visualise a situation from two different perspectives; first, from a pessimistic perspective; then, from an optimistic perspective.

Part 1: Visualise a negative life event from two different perspectives

Gently close your eyes to begin, and allow yourself to be present.

Now, I'm going to ask you to imagine that you have just been laid off at work. This has come at quite a surprise; you thought things were going OK.

Now, imagine that the reason you were laid off was fundamentally your fault... Which of your skills and personal characteristics likely led you to being fired...? What aspects of yourself and your personality played a role in the situation?

Now, imagine that the situation was permanent... Rather than changing or getting better over time, the situation will stay the same. Being fired today means that you are someone who won't be able to find another job... You may well stay unemployed forever.

Now, think about when this type of thing has happened in other areas of your life... When have other good things not lasted? Past romantic relationships, friendships, holidays, hobbies...?

OK now, let this scenario go, and come back to where you are right now, sitting here, in this room. Keep your eyes closed, and take three deep, slow breaths.

We'll now take a look at the same situation in a different way. Bring back to mind the image of being unexpectedly laid off at work.

This time, imagine that you were laid off was because of circumstances outside your control... such as the company going under, or your superiors feeling threatened by your accomplishments.

Now, imagine that the situation was only temporary... You have faith that you won't be

unemployed forever... you will find another job, and soon.

Now, remind yourself that this setback is only occurring in one aspect of your life... you have plenty of other things going on, such as family, hobbies, your pet, and these things in your life are relatively unaffected by this situation at work.

Good, now let the image of being fired go, and come back to the present moment... keep your eyes closed, and take a deep slow breath.

Evaluation

- What was it like to view the situation from a pessimistic perspective?
- What was it like to view the situation in a more optimistic way?
- Was there a difference in how you felt in each of these mindsets?
- Did one mode feel more familiar to you than the other? If so, which? This gives you indication of your explanatory style, which is the way you explain life events and experiences to yourself.

In part 2 of the exercise, we are going to visualise a situation from two different perspectives; first, from a pessimistic perspective; then, from an optimistic perspective.

Part 2: Visualise a positive life event from two different perspectives

Gently close your eyes to begin, and allow yourself to be present.

Now, I'm going to ask you to imagine that you have just received a promotion at work. Picture yourself at work, having just heard the good news from your boss.

Now, imagine that the reason you were promoted was not so much to do with you as it was to do with luck and/or other factors... perhaps you were promoted only because the person above you quit, or because you were (luckily) part of a team that excelled this year...

Now, imagine that this situation was temporary... You might think to yourself, surely this won't last, I'm not good enough to keep this position for very long....

Now, imagine that your good fortune only applies to your working life... if only you were so lucky in other areas of your life like with relationships or your health.

OK now as best you can, let everything go and come back to where you are right now, sitting here, in this room. Keep your eyes closed, and take three deep, slow breaths.

We'll now take a look at the same situation in a different way. Bring back to mind the

image of being unexpectedly promoted at work.

This time, imagine that you were promoted purely because of yourself... because you have been an excellent employee...

Now, imagine that the situation will last... This new position will suit you well... and you are ready to take on the challenge of stepping up to the plate...

Now, consider what else is going well for you in your life... where else have you excelled, or experienced good fortune lately?

Very good. Now let the image of being promoted go, and come back to the present moment... keep your eyes closed, and take a deep slow breath.

Evaluation

What was it like to view this positive event from a pessimistic perspective?

What was it like to view this positive event from an optimistic perspective?

Was there a difference in how you felt between the two experiences?

Did one mode feel more familiar to you than the other? If so, which?

COPING STYLE ANALYSIS

A coping strategy refers to "how people actually respond to stress as they contend with real-life problems" (Skinner and Zimmer-Gembeck, 2007, p. 124). In a review of the coping literature, Skinner and colleagues identified over 100 assessments, tapping over 400 ways of coping (Skinner et al., 2003). Researchers have repeatedly attempted to categorize these different ways of coping and created categorizations such as problem-focused versus emotion-focused coping, approach versus avoidance, and different modes of coping (active versus passive, cognitive versus behavioural). However, these categorizations are often too general and fail to cover the multiple purposes served by each way of coping.

In reviewing 44 studies that report on coping and coping strategies from infancy through adolescence, Skinner and Zimmer-Gembeck (2007) identified 12 coping strategies that appeared most often. They used the insights from this study to structure the wide range of coping strategies and identified twelve hierarchical general categories of coping. These categories were referred to as "coping families." The twelve families are conceptually clear, mutually exclusive, and exhaustive. Although there is not complete consensus that these are the core categories of coping, they do allow the most commonly used coping strategies to be categorized easily. In this exercise, clients are going to analyse their own coping style using a graphical representation of Skinner's coping families.

GOAL

The goal of this tool is to help clients analyse their coping styles and explore more helpful alternatives.

ADVICE

- In this overview, a general distinction is made between adaptive and non-adaptive coping strategies. It is important to note that this distinction is artificial and is strongly dependent on the problem and the situation at hand. In fact, even the strategies that are listed here as "non- adaptive" can be adaptive in some situations. For example, if stressors, such as a conflict between his parents, are actually uncontrollable, it may be adaptive for a child to escape (in order to stay out of the conflict). Or if a bully is relentless and no adults are available to help, it may be adaptive to submit (in order to prevent injury). In other words, given the circumstances, every possible way of coping can be appropriate, adaptive or "right." In the same way, strategies that are listed here as "adaptive," can be highly non-adaptive under certain conditions. Any

kind of adaptive strategy that is being overused or used in the wrong way is likely to become counterproductive. For instance, although information may generally promote positive outcomes, excessive information seeking can be a form over- control, aimed at controlling something that lies beyond personal control. For instance, by constantly reading about the causes and dangers of insomnia, a client may try to get a grip on his sleeping problems. Probably, however, a more adaptive coping strategy in this situation would be to let go of control (one cannot control sleep) rather than increasing control. When assessing the client's coping strategies, it is therefore important to address the "why," "when," "how," and whether or not it serves the client.

- The different coping styles outlined in this tool represent the dominant ways of coping in specific domains. For example, information-seeking is most likely to occur when facing health related problems, and negotiation is most commonly used in dealing with interpersonal stressors.
- It is important to realize that a client's reason for using a certain coping style can be influenced by many factors, such as the specific stressors and demands, individual appraisals, and currently available personal and social resources. It is advisable to address these factors in order to get a "full picture" of the client's situation, options, and obstacles.
- The two coping wheels can be a useful resource for coaching. In general, the left wheel can be seen as the opposite of the right wheel. For instance, where the coping strategies in the green wheel with the focus on "personal abilities" all involve a form of self-reliance, the coping strategies in the red wheel with this focus all involve a form of delegation, the opposite of self-reliance. This means that when a client is using an unhelpful coping strategy that is listed under one of the four quadrants of the red wheel, the practitioner may consider the same quadrant of the green wheel to see which of the strategies listed under this quadrant may be considered a healthy alternative. For instance, a client is using rigid perseveration (continuing to exert control despite of a lack of result) as a coping strategy. This maladaptive coping strategy falls under the focus "available options" belonging to the coping family "under-control/over-control." By looking up the adaptive coping family that is shown at the same location in the green wheel, in this case "accommodation," the practitioner may consider the coping strategies listed under this family. For instance, for this client it may be more adaptive to surrender to uncontrollable circumstances rather than to persist.
- It is important to realize that changing an ineffective coping strategy to the polar opposite of its kind will most likely be very difficult for clients, making it more of a process over the course of the coaching engagement. Rather than a "quick fix", a considerable amount of time may be required to make the shift effectively and allow the client to learn and internalize the new coping behaviours.

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INSTRUCTIONS

Step 1. Consider a stressful event
Invite the other person to consider a stressful event in the past.

Step 2. Analysing the coping strategies
How did the other person cope with this event? The coping wheels introduced on p. 35 may be helpful in this step.

Step 3. Analysing the effectiveness of the strategies
How effective were these coping strategies?

Step 4.Examaning alternatives

Are there different ways of coping that might have been more helpful? Again, you may use the coping wheels on p. 42 and p. 43 as a guide here.

The coping wheels
The two wheels displayed at p. 42 and p. 43 provide an overview of a total of 41 common ways of coping (outer rim of the wheel) and the twelve families to which these coping strategies belong (second rim of the wheel). First, we explain in detail how to interpret both wheels. Secondly, we describe the twelve coping families in more detail.

Instances of coping
An instance of coping is a specific action that a person may take to deal with a stressor. For instance, a person may read a book on stress management in order to learn how to deal better with stress. Or a child may play the video game "Tetris" to distract himself from his arguing parents. Thus, this is the most concrete and specific way of defining coping. It is the answer to the question: "what did you do exactly to deal with this situation?" There is virtually an unlimited number of coping instances. Note that the wheels do not include instances of coping.

Ways of coping
A way of coping is the type of coping under which a specific coping instance falls. For instance, reading a book on stress management falls under the way of coping named "reading." Playing the video game "Tetris" is a way of coping that is referred to as "distraction." A total of 41 common ways of coping are summarized in the outer rim of both wheels.

Coping families
A coping family is defined by the general action tendency that is shared by each of the specific ways of coping that belong to this family. For instance, reading, observations, and asking others all share the same action tendency "information seeking" and thus belong to the coping family "information seeking." The twelve coping families are displayed in the second rim of the wheels.

The focus or lack of focus of a family
The inner rim of both wheels displays the main focus or lack of focus of the twelve coping families. The inner rim of the green wheel represents the focus of the six adaptive coping families. The inner rim of the red wheel represents the lack of focus that is characterized by the six non-adaptive coping families. For instance, the focus of the coping strategies that fall under the adaptive family "information seeking" is "action." These coping strategies all involve some kind of form of action taking. The lack of focus of the coping strategies that fall under the non-adaptive family "self-comforting" is "personal abilities." These coping strategies all involve a lack of using personal abilities to deal with stressors.

Adaptive Coping families

There are six adaptive (the second rim of the green wheel on p. 39) and six non-adaptive (the second rim of the red wheel on p. 38) coping families. Below we describe these families in detail.

Self-comforting	
Description	Active attempts at self-care and regulation of distress through, for example, acceptance of emotions, self-soothing and constructively expressing emotions at the appropriate time and place.
Focus	Personal abilities
Keywords	Self-focus, responsibility, approach, self-encouragement, self-soothing, emotional control, relaxation, authentic emotional expression
Examples	■ I take responsibility for my actions ■ I recognize my emotions and prevent them from guiding my actions ■ I allow my emotions to be present without acting upon them ■ I am able to regulate my emotions effectively ■ I am able to act compassionately towards myself when I fail at something

Problem-solving	
Description	Take actions to effectively solve the problem at hand
Focus	Actions
Keywords	Active coping, watch and learn, mastery, efficacy, primary control coping, repair
Examples	■ I concentrate my efforts on doing something about the problem. ■ I take additional action to try to get rid of the problem ■ I take direct action to get around the problem. ■ I do what has to be done, one step at a time.

Information-seeking	
Description	Seek information that can help to deal with the problem. Trying to find out more about a stressful situation or condition, including its course, causes, consequences, and meanings, as well as learning about strategies for intervention and remediation.
Focus	Actions
Keywords	Curiosity, interest, love of learning
Examples	■ I try to get advice from someone about what to do. ■ I read to find out more about the problematic situation. ■ I observe people who have had similar experiences to learn what they did.

Accommodation	
Description	Accommodation involves flexibly adjusting preferences to the options available in stressful conditions. This allows individuals to maintain their flexibility and autonomy even under coercive circumstances.
Focus	Available options and preferences
Keywords	Realism, psychological flexibility, situational adjustment, secondary control coping, acceptance/surrender
Examples	■ I accept that this has happened and that it can't be changed. ■ I realistically consider the available options and base my choices on this. ■ I know when I am having irrational or unhelpful thoughts and I am able to observe them or challenge them. ■ When I am confronted with a problem I remind myself that there are worse things in the world.

Negotiation	
Description	Negotiation refers to active attempts to work out a compromise between the priorities of the individual and the constraints of the situation. Negotiation is about finding new options and positively engaging with the stressor. The focus is on firmly defending one's own goals, while flexibly examining or creating options for realizing them.
Focus	Available options
Keywords	Priority-setting, proposing a compromise, persuasion, constructive resistance, defending one's goals, standing firm, indignation, reducing demands, trade-offs, deal-making
Examples	■ When having an argument with someone, I try to find a solution that works for both parties. ■ When a situation turns out different than expected, I consider both the limitations and available options and try find the most optimal way to still get what I want. ■ When my vision and another person's vision seem to diverge, I am willing to listen and try to negotiate in a way that still allows me to pursue my own goals as much as possible in that situation.

Support Seeking	
Description	Turning to other people in the face of stressful events. Using available social resources to deal with the problem.
Focus	Social resources
Keywords	Proximity-seeking, yearning, other alliance, solace-seeking, help-seeking, seeking instrumental support, seeking emotional support
Examples	■ I talk to someone who could do something concrete about the problem. ■ I discuss my feelings with someone. ■ I try to get emotional support from friends or relatives. ■ I talk to someone about how I feel.

Non-adaptive Coping families

Below we describe the 6 non-adaptive coping families in detail.

Delegation	
Description	Over-reliance on other people in dealing with stressful situations. It has the disadvantage of using up others' resources as well as preventing the individual from developing his or her full capacities. There is a desire to be carried by the supportive other accompanied by overwhelmed self-absorption, focus on the distressing aspects of the situation, and surrender to self-pity.
Lack of Focus	Personal abilities
Keywords	Overwhelmed self-absorption, focus on the distressing aspects of the situation, surrender to self-pity
Examples	■ I feel that I can't handle stressful situations on my own. ■ When I am experiencing difficult emotions, I am immediately calling a friend to share my experience so that he can reassure me. ■ I feel that my problems are worse than what most people need to deal with. ■ My current problems are too severe to be dealt with by myself.

Helplessness	
Description	Helplessness is characterized by "giving up" or the relinquishment of control. Although giving up in the face of uncontrollable circumstances is generally adaptive, helplessness involves a downhearted withdrawal of active attempts to change the situation accompanied by discouragement and resignation.
Lack of Focus	Actions
Keywords	Passivity, confusion, cognitive interference or exhaustion, self-doubt, discouragement, dejection, pessimism
Examples	■ No matter what I do, it will not make any positive difference. ■ I have tried everything and there is no use in trying something different to deal with this situation. ■ I am a victim of my past and I will remain a victim.

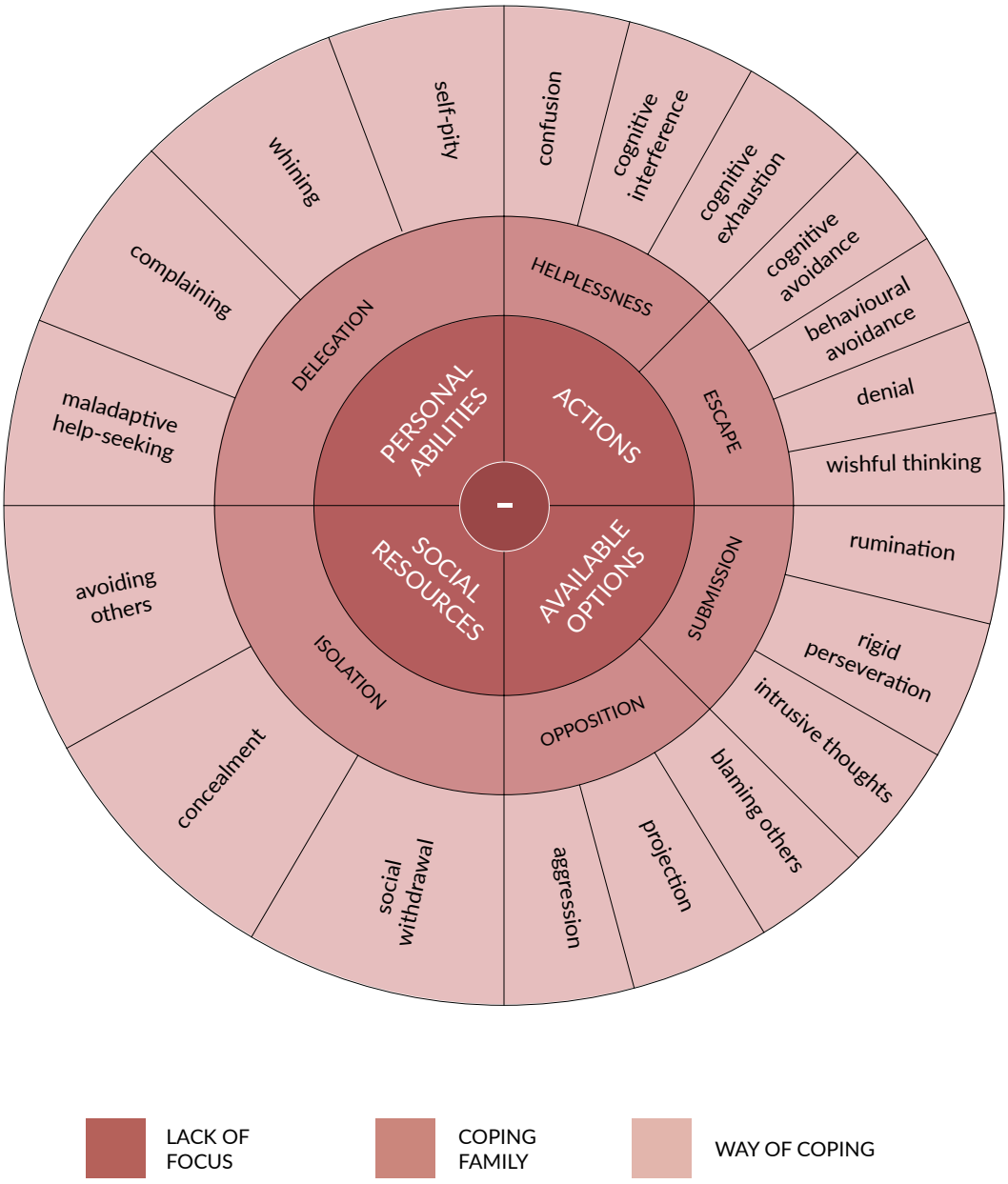
Escape	
Description	Escape includes efforts to disengage or stay away from a stressful transaction. Escape is characterized by feelings of fear and a desire to distance oneself from the stressor. Although escape can be maladaptive, it can also serve the adaptive function of removing oneself from contact with (or the experience of) a dangerous environment.
Lack of Focus	Actions
Keywords	Avoidance, flight-response, denial
Examples	■ After the painful encounter with my manager, I have done everything to avoid any form of contact with him. ■ Because the thought of that miserable experience may turn up again, I try to distract myself as much as possible by watching television. ■ Thinking positive thoughts helps me to get rid of my negative thoughts.

Submission	
Description	Submission can be translated as becoming a "slave" of a situation. Rather than adjusting one's preferences to the available options, the individual either (a) gives up preferences or (b) is rigidly pursuing his preferences despite of the fact that situation demands an adjustment of these preferences. The fist form of submission can be labelled "under-control," the second form "over-control." Over-control and under-control can be considered the opposite of flexible accommodation. Flexible accommodation involves a realistic estimation of what can and what cannot be done in a stressful situation. In contrast, under-control involves unrealistic (negative) beliefs about what can be done in a stressful situation (an unjustified lack of perceived control). Over-control involves unrealistic beliefs about what can be done in a stressful situation (an unjustified excessive amount of perceived control).
Lack of Focus	Available options and preferences
Keywords	Psychological rigidity, negative thinking, catastrophizing, anxiety amplification, self-blame, fear
Examples	■ This must work. I am not willing to take a step back and will try even harder to make this happen (over-control). ■ I can't stop thinking of how life treated me this way, leaving me no options at all (under-control). ■ I just can't stop thinking about how this all could have happened to me (under-control).

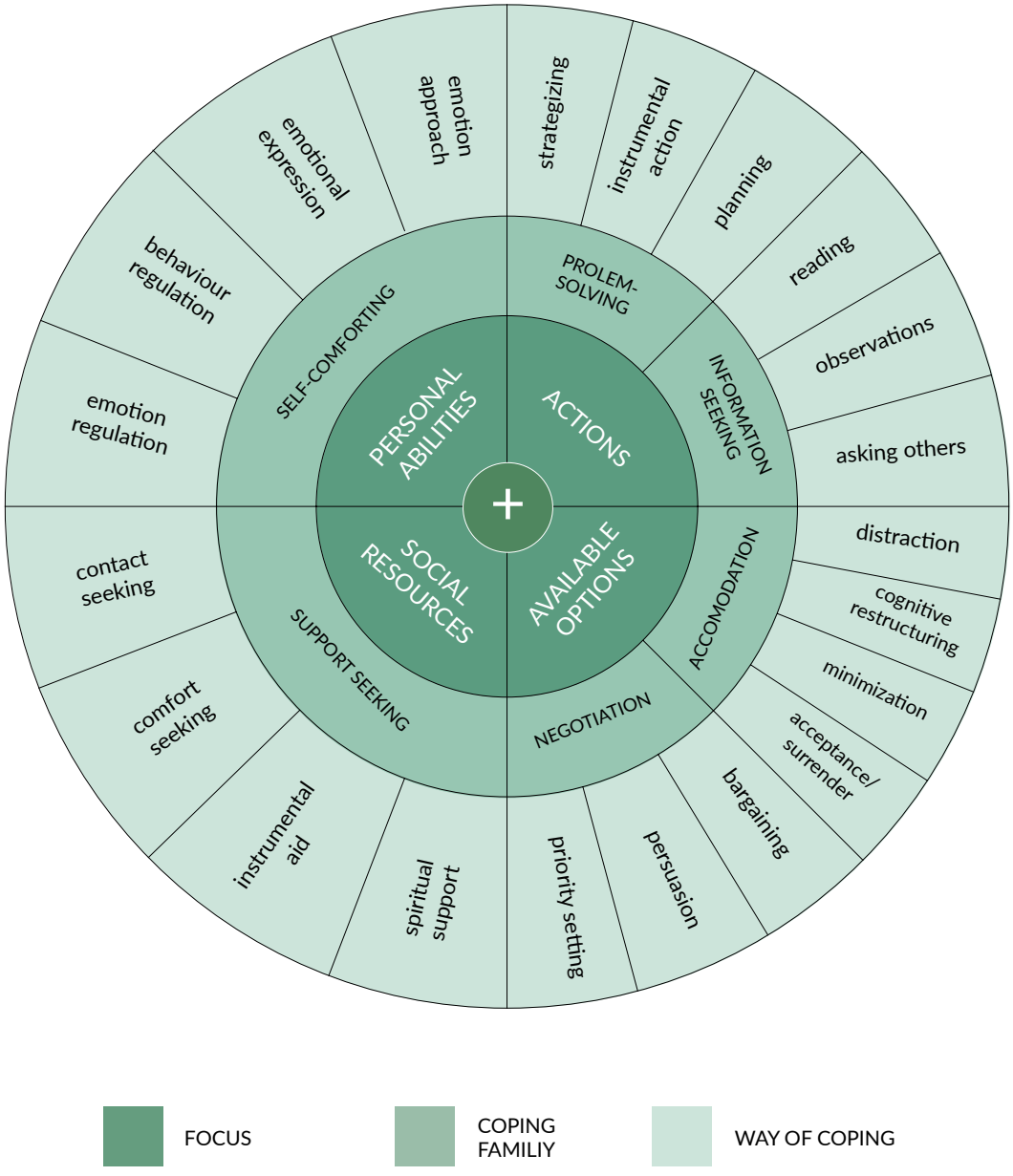
Opposition	
Description	In opposition, the focus in on attacking or combating the perceived source of the stress. It is characterized by active forward movement to eliminate the obstacle accompanied by anger or hostility.
Lack of Focus	Available options
Keywords	Aggression, projection, reactance, confrontation, defiance, revenge, discharge, venting, blaming others, externalizing behaviours
Examples	■ When people disagree with me, I will use strong language to intimidate them so they know who's in charge. ■ I often overtly blame others for the way they make me feel. ■ When other people do things that cause me to experience stress, I will make sure to do the same things to them.

Social Isolation	
Description	Social isolation involves actions aimed at withdrawing or staying away from other people, either physically or psychologically. Although social isolation can serve the purpose of protecting an individual from contact with unsupportive social partners, it also prevents the individual from benefitting from supportive social interactions.
Lack of Focus	Social resources
Keywords	Passivity, withdrawal, shame, desire to hide or disappear
Examples	■ After experiencing a stressful event, I try to avoid other people from knowing about this event or the emotional effects it had on me. ■ In stressful times, I avoid other people because they may judge me for having problems. ■ Because other people can't help me, I tend to stay away from them when facing difficulties.

The wheel of non-adaptive coping strategies



The wheel of adaptive coping strategies



THE SPHERES OF PERSONAL CONTROL

Clients often spend a great deal of time trying to control factors that are in fact beyond their personal control. For instance, they believe that they can control their spouse, child, friends, co-workers, etc. They believe that they can control their thoughts, their sleep, and even their health. Although a certain level of influence and control may apply, in most cases clients have very little control over how other people think, how they react, what they do, and how they behave. Although one may choose to eat healthy food, exercise frequently, and do everything else in one's power to maintain physical health, there are factors outside of our control that effect our health (i.e. genetic makeup, involvement in accidents, etc.)

These limits are supported by an abundance of studies demonstrating the paradoxical process underlying perceived control. For example, a study by Harvey (2003) showed that participants who suppressed their pre-sleep thoughts took longer to fall asleep and rated their sleep as more restless than participants who merely relaxed without trying to control their thoughts. In a similar vein, research on thought control has revealed that trying to control thoughts actually leads to an increase in the frequency of these thoughts after control (Wenzlaff & Wegner, 2000). Becoming aware of the limits of personal control can be considered an important ingredient of resilience.

GOAL

The goal of this exercise is for the client to become aware of factors that are within and beyond personal control. This awareness can prevent the client from wasting precious energy by attempting to control the uncontrollable and can promote the investment of energy into the things that are controllable.

ADVICE

- Becoming aware of how limited our ability is to control the world outside ourselves can be a confronting experience for clients, especially with clients who have spent a great deal of time trying to control things that are beyond their control. It is important for the practitioner to inform clients that the goal of this exercise is not to scare them or to induce helplessness by showing how little they can influence their own lives, but to help them to invest their energy differently, to improve overall well-being. Therefore, the practitioner should also focus on identifying and promoting behavioural actions that are within the client's sphere of personal control.
- It is important to inform clients that there is a difference between influence and

control. For example, by going to bed early, one may -potentially- influence the quality of sleep, but ultimately one cannot control the quality of sleep. In other words, one can control the time of going to bed, which may effect sleep quality, but not necessarily. There is no guaranteed action that one can take that will cause better sleep (even taking sleeping pills has been found to negatively affect sleep quality). The goal of this exercise is to help the client to make a distinction between the actions that are within his/her control and those that are outside of his/her control.

- This exercise can be very valuable for clients dealing with difficult life situations that trigger feelings of fear and that induce an urge to exert control (i.e. disease, the end of a relationship, etc.).
- This exercise may also be valuable for clients who believe that they have less control than they actually do (external locus of control). Research has shown that although it is important to be aware of the limits of personal control, it is equally important to be aware of the ability to influence situations through one's own actions (see for instance Zimmerman, 2000). Because this exercise includes the identification of factors over which one can exert control, it can help to increase client self-efficacy with those who have a strong external locus of control.
- This exercise may be used in conjunction with acceptance-based practice. Doing this exercise can help clients to understand the importance and necessity of applying acceptance-based coping.
- An alternative, more graphical approach of this exercise is drawing two separate circles and then asking the client to list the things that can be controlled in the left circle and then list the things that cannot be controlled in the right circle. Note, however, that this approach is less structured than the current approach because it is more difficult to graphically link separate goals to specific aspects of control or no control.

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▶ INSTRUCTIONS

Step 1: Identifying desired outcomes
Take a moment to consider a stressful event that is currently taking place. For example, you may experience a lot of stress because your work is currently demanding so much of your attention that your private life suffers from this. Briefly describe the stressful event below:

Now consider one or more desired outcomes. What would you like to change? How would you like to feel? Write down these desired outcomes in the first column of Table 1 on page 44. For example, "creating more balance between work and private life".

Make sure to formulate the outomce in a way that specifies a direction towards a state (e.g. I want to feel more relaxed), rather than in a way that specifies a direction away from an undesired state (e.g. I want to experiencing less stress).

Step 2: Identifying actions
Consider the outcome(s) you mentioned in Step 1. Think of actions that will help you get closer to each outcome, and write them down in the second column of Table 1 on page 48.

Step 3: Identifying actions that are within personal control
Now, take a look at the actions you listed in Step 2 and determine which aspects of the action you have full control over. In other words, which aspects of the action do not rely on other people or on uncontrollable circumstances to follow through with them? List these aspects in the third column of Table 1 on page 48.

Step 4: Identifying factors that are outside personal control
Consider each of the actions you have full control over as listed in Step 3. Per action, think of all of the things associated with that action over which you do not have full control. In other words, think of the aspects of the action (often the

consequences of the actions) that lie beyond your power. List them in the fourth column of Table 1 on page 48.

Step 5: Repeat when necessary
In case there are multiple goals, you may repeat step 1-4 for each goal you aim to achieve. An example of a completed table is on page 49.

Step 6. Reflection
After completing the exercise, reflect by answering the following questions:

What did you learn from this exercise?

Are there any current actions that you believe would benefit from spending less energy on? (uncontrollable factors)

Are there any current actions that you believe would benefit from spending more energy on?

Table 1. Overview of factors/actions within versus beyond personal control

Desired outcome	Factors/Actions to achieve desired outcome	Factors/Actions I can control	Factors/Actions beyond my control

Table 2. Example of completed exercise

Desired outcome	Factors/Actions to achieve desired outcome	Factors/Actions I can control	Factors/Actions beyond my control
Create more balance between working life and private life	ask my boss to work less Stop working after 6 pm	how and when I will ask for it start working earlier disable work email account on my mobile devices after 18:00	how my boss reacts How my colleagues respond when seeing me leave early My thoughts about not being able to check my email after 18:00
More effective dealing with my emotions	allow myself to experience my emotions more fully	reserve time to spend more time alone	whether my emotions become more intense or less intense
Feel well rested	reserve more time for sleeping	time I will go to bed	the quality of my sleep

GRATITUDE

Invite the other person to talk about something that happened this week that he or she is grateful or thankful for. Ask him or her to pay attention to how it feels when talking about this.

USING PHOTOGRAPHY TO INCREASE SAVORING

"Taking pictures is savouring life intensely, every hundredth of a second." - Marc Riboud

The above-mentioned quote suggests that photography may increase savouring. Taking a photograph requires a certain amount of focused attention and appraisal of one's direct environment. Typically, a photographer scans the environment for beauty, meaning, or value. In so doing, he/she may see and notice unique and positive features of his/her daily live that are normally left unseen.

This idea was tested in a study by Kurtz (2015) in which three conditions were created. Participants were asked to either (1) take photographs in a mindful, creative way (2) take photographs in a neutral, factual way or (3) perform a count-your-blessings writing exercise. The results showed that participants in the mindful photography condition were, on average, in a significantly better mood and were significantly more appreciative and motivated than those taking neutral photographs. No significant differences were observed between the mindful photography condition and the writing activity. These findings support the idea that photography can be used to improve mood and appreciate everyday life.

GOAL

The goal of this exercise is to help clients become aware of the positive aspects of their daily lives in a playful way.

ADVICE

- The study by Kurtz (2015) showed that it is important to not just take pictures, but to take pictures in a mindful and personal way. The results revealed that those who were taking photographs while looking for meaning and beauty ("Try to make your pictures creative, beautiful, and meaningful to you" (p.355)) experienced the activity as more pleasant and absorbing and they reported significantly better mood and higher levels of appreciation and motivation than those who were asked to take more neutral photographs ("Try to make your pictures accurate, neutral, and informative" (p.355)). In other words, the way a client engages in photography seems very important.
- While some clients may like to take photos, others may be less enthusiastic. Try to ensure that this exercise does not feel like a chore to your client. Discuss a preferred minimum or maximum number of photos to be taken by the client.
- This version of the tool was designed to focus on positive emotions and

experiences. However, the instructions can easily be modified. For instance, clients can take pictures of people or objects that they are grateful for, or that relate to their goals or identity.

- Although this version of the exercise was developed for individual use, it can be used successfully with groups as well. If used in a group, every group member can be asked to present one or two of their favourite photographs to the group, with a brief explanation of what the photograph means to him/her. Because of the personal nature of this assignment, it can enhance group cohesion and relatedness.

▶ REFERENCES

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▶ INSTRUCTIONS

Step 1: Taking photographs
Take photographs of your everyday life, mainly focusing on whatever promotes positive feelings:

"This week, try to take photographs of your everyday life. More specifically, take pictures of things that are positive. Examples include simple pleasures of life like a cup of coffee, a beautiful sky or a nice conversation. Try to make your pictures beautiful, creative and meaningful to you. Do not rush through this exercise, but try to take everything in and take the best pictures that you can."

Consider a comfortable number of photographs to be taken on a daily basis. This activity should elicit an eye for beauty in everyday life, not demand excessive strain or become a dreaded chore.

Step 2: Reflection
After a week, take a look at your favourite photographs and reflect on what the photograps mean to you. The following questions can be addressed:

How was it to do this exercise?

How did finding the suitable photo moments go (e.g., difficult, easy, convenient/ inconvenient)?

What did you feel/experience when taking the photographs?

Let's take a look at your photos. What do you experience when looking at these photos?

Is it possible to discover an underlying, general theme in your photos that seems to positively contribute to your well-being?

Did you share the photos with others? If so, how was it? How did others react?

What can you learn from this experience?

THE RESILIENCE PLAN

Resilience is not a trait that people either have or do not have. It involves behaviors, thoughts, and actions that can be learned and developed in anyone (McDonald, Jackson, Wilkes, & Vickers, 2012). One way to develop resilience is to draw on one's learning from similar challenges in the past, to remember what he or she already knows, but may have forgotten. What was it exactly that enabled a person to get through a period of illness, or a divorce, or being laid off at work? That is, which supports did they call on, what strategies did they use, what sagacity did they hold onto, and what solutions did they find. These resilience resources are also known as the 4 S's.

This exercise helps people unpack their personal resources for resilience by giving them a framework (The 4 S's) to bring out what specifically works for them.

GOAL

The goal of this tool is to help clients devise a personal resilience plan based on their existing resources (that is, what has helped them bounce back from difficulties in the past).

ADVICE

- The beauty of this tool is that clients trust their resilience plan, given many if not all of the resources have worked for them in the past. No matter how ridiculous it may seem to another person to listen to a particular pop song over and over again, or to buy a bar of particularly expensive chocolate, or to re-read a children's book, the client knows it helps them. In this way, these resilience plans are highly individualized and thus personally meaningful and useful.
- Before trying this exercise with clients, test it on yourself by thinking of an occasion when your resilience was tested, and the different ways (using the 4 S's) that you overcame it.
- In Part B, practitioners can draw on their own expertise to guide clients to come up with ideas for each of the 4 S's.

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▶ INSTRUCTIONS

Resilience is the ability to cope with whatever life throws at you, and bounce back stronger and more steadfast than before. Resilient people work through life challenges using personal resources, including social support, coping strategies, sagacity (which is the wisdom and insight that we hold onto), and solution-seeking. This exercise helps you draw on your resilience resources to build a personal resilience plan, which you can use to help you combat any future challenges.

Part 1: My Past Sources of Resilience

Step 1. Recall a recent example of resilience
Think about a time recently when you overcome a challenge or set back in your life. Perhaps you injured yourself, or received some negative feedback at work, or had an argument with a friend or family member. Briefly describe this difficulty below.

Step 2. Identify supportive people
What 'supportive people' in your life kept you standing when it would have been easier to fall down? For instance, did you call an old friend, or ask a teacher for advice, or perhaps a parent or grandparent gave you a pep talk. Write down who you called on for support in the top right cell of the table on p. 60.

Step 3. Identify strategies
What 'strategies' did you use to help yourself cope with any negative thoughts and feelings that showed up in response to the difficulty? For example, did you meditate, or write in a gratitude journal, or go for a walk, or listen to a particular song or type of music, or have a massage to release tension. Write down the strategies you used in the bottom left cell of the table on p. 60.

Step 4. Identify sagacity
What 'sagacity' helped you bounce back from this difficulty? Sagacity is the wisdom and insight that you hold onto. It can come from song lyrics, novels, poetry,

spiritual writings, quotes from the famous, the sayings of one's grandparent, or learning from one's own experience. Write down your sagacity in the bottom right cell of the table on p.60.

Step 5. Identify solution-seeking behaviors
What solution-seeking behaviors did you display to help you actively deal with the problem? For example, did you problem-solve, or seek out new information, or plan ahead, or negotiate, or speak up and voice your opinion, or ask others for help. Write down the solution-seeking behaviors you displayed in the top left cell of the table on p. 60.

Part 2: My Resilience Plan

Step 6. Describe a current difficulty
In the space below, describe a current difficulty or challenge that you are facing.

Step 7. Apply the resilience plan to the current difficulty
Given the social supports, strategies, sagacity, and solution-seeking behaviors that helped you last time, let us look at how you could use the same or similar resources to help you bounce back from this current difficulty you are facing (identified in the previous step). Read through your completed plan (p. 56) and write down the skills, supports, strategies, and sagacity that could work again for you in the blank resilience plan template on p. 61. Allow some flexibility here in the sense that the same type of social support/ strategy/ sagacity/ solution-seeking behavior could be tweaked according to your current situation, for instance going to your manager rather than a parent for support in the face of a work-related problem. An example of a completed resilience plan is shown on p. 62.

Step 8. Carry out your resilience plan
The next step is to put your resilience plan into action. To do this, consider the order in which to use your different supports, strategies, sagacity, and solution-seeking behaviors: which resource is most feasible to start with? Often the most feasible resource is the smallest step that you can take, such as calling your partner. On your resilience plan (p. 61), place the number 1 next to the first resource you

will use. Then, continue to number your different resources in the order in which you would feasibly use them.

Then, go ahead an action your first resource, and continue to work through your resilience plan (in order) until you have overcome this difficulty.

Once you have come through the other side, please move on to the next step.

Part 3: Evaluation

Step 9. Evaluate your resilience plan

How was it for you to carry out your resilience plan? Did it help you bounce back from this difficulty?

What resources (specific skills/supports/strategies/sagacity) were most helpful to you? Why?

What resources (specific skills/supports/strategies/sagacity) were least helpful to you? Why?

Did you not use any resources, and if so, why?

Is there anything you would like to add to your resilience plan?

In what other areas of your life could you use your resilience plan? How might things improve for you?

My Past Sources of Resilience

Supports that kept you upright	**S**trategies that kept you moving
Sagacity that gave you comfort and hope	**S**olution-seeking behaviors you showed

My Resilience Plan

Supports that keep you upright	**Strategies** that keep you moving
Sagacity that gives you comfort and hope	**Solution-seeking** behaviors you can show

Example of a completed Resilience Plan

Difficult situation
Stuffed up a job interview and did not get the job

Supports that keep you upright	**Strategies** that keep you moving
Called my partner Joe - 0432182074 Called my Mum - 0409867222 Booked an apt with my therapist	Went for a walk Smiling Mind meditation app Calming breathing technique Played with my dog Did some gardening Wrote in my gratitude journal Expressive writing
Sagacity that gives you comfort and hope	**Solution-seeking** behaviors you can show
Remembered that growth comes from mistakes "This too shall pass" - sticky note on the fridge Thought about what I could do differently next time and wrote down on paper	Asked for feedback from job interviewers Applied for 3x new jobs Sought professional coaching for job interviewing

USING VALUES TO MOTIVATE ACTIVE COPING

"He who has a why to live can bear almost any how." - Friedrich Nietzsche

Past research findings suggest that connecting to personal values can help people be more resilient in the face of stress. For example, according to resilient school leaders, the process of "privately clarifying, publicly articulating, and consciously acting on" core values is a great source of strength in helping them face adversity and emerge stronger than before (Patterson and Kelleher, Resilient School Leaders. 2005, p. 51). In line with this claim, affirmations of personal values have been found to attenuate perceptions of threat (Keough, 1998; Sherman & Cohen, 2002; Steele, 1988), reduce rumination after failure (Koole, Smeets, van Knippenberg, & Dijksterhuis, 1999), and reduce defensive responses to threatening information (Sherman, Nelson, & Steele, 2000).

A study by Creswell and colleagues (2005) showed that reflecting on personal values buffered physiological and psychological stress responses during a laboratory stress challenge. Participants completed either a value-affirmation task or a control task prior to participating in a laboratory stress challenge. Participants who affirmed their values had significantly lower cortisol responses to stress, compared with control participants. These results suggest that reflecting on personal values can keep neuroendocrine and psychological responses to stress at low levels. Interestingly, research findings suggest that even relatively short writing exercises seem to have quite long-lasting and dramatic effects. For example, in a study by Stinson and colleagues (2011), a fifteen-minute values affirmation exercise continued to reduce relationship insecurity for four weeks after the initial exercise. In terms of possible mechanisms, connecting to personal values may be a way for people to motivate themselves to actively deal with challenging life events. Values provide a reason to keep going, especially when life events make it hard or impossible to live in line with personal values. For example, after becoming unemployed, a father with two young kids may be very motivated to bounce back and find a new job, so that his kids will have sufficient resources to grow up as happy adults. Driven by his values "love" and "care", he may find the strength to actively deal with the stressful life event in order to continue living in line with these values. In this tool, values affirmation is used to build resilience during stressful life events.

GOAL

The goal of this exercise is to motivate clients to actively deal with a challenging event by helping them to get in touch (again) with their personal values. Simply

put, this exercise is about managing stress by knowing what you value.

▶ ADVICE

- Encourage creativity in the step where clients create their values reminder. Here are some options:
  - Use pen and paper to make drawings.
  - Use photographs.
  - Use scissors to cut pictures and texts from hardcopy magazines and glue them together on a piece of paper.
  - Use apps, like Bloom (http://appcrawlr.com/ios/bloom-2) or Corkulous Pro (http:// appcrawlr.com/ios/corkulous-pro).
  - Use Powerpoint or Keynote to build a presentation with images, photos, text and so on.
  - Anything else that the client might feel is a creative expression of important values in the vision board.
- It is important to advise your client that the purpose of their values reminder is not to focus on specific outcomes that one hopes to achieve. Instead, the current reminder should represent general values that are considered to be important in life. Unlike goals, which represent what we want to achieve, values are ways of living that can never be obtained like an object, and can only be realized from moment to moment. In sum, the focus is on what is important to your client, rather than on what he/she aims to achieve.
- After your client has created the values reminder, ask him/her if he/she would like to discuss it together. Allowing the client to share the values reminder with the practitioner can not only enhance the connection between both but can also create a fruitful starting point for behavioral change. Questions that can be discussed during the evaluation are:
  - Can you explain to me what we are looking at?
  - How was it to create this values reminder?
  - What did you experience while making it?
  - What did you learn from this exercise?
- Often during stressful times, the client's focus is mostly on dealing with negative things. This exercise helps clients to shift from a focus on what is wrong, to a focus on what makes life worth living.

▶ REFERENCES

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▶ INSTRUCTIONS

The goal of this exercise is to help you manage a challenging life event by connecting to what is important to you. That is, connecting to your values.

Step 1. Describe the challenging life event

Take a moment to consider a challenging event that is currently taking place. For example, you may have recently lost your job. Briefly describe the stressful event below.

Step #2 Identify reasons to get through the challenge

Consider why it is worth it to you to persevere and get through this challenging life situation. For example, getting through the challenge of losing a job and finding a new one may be worth it to you because you want to be there for your family, you want to be a role model for your son, and you want to contribute to the world. Come up with as many reasons as you can, and list them in the space below.

Step #3 Identify values

Your values are the things that you consider to be important in life, such as honesty, kindness, care, autonomy, helping others, and financial independence. With consideration to the reasons you listed in step 2, think of values that capture the essence of each of these reasons. For example, if you listed that you want to be there for your family, the value could be "caring". Note, finding the perfect value for each reason is not so important; what matters is if the value makes sense to you personally. It should also be noted that there may be more than one value per reason. A list of common values is displayed on p. 68.

The values that make persevering through the challenge worth it to me:

Step #4 Staying in touch with values

When stressful life events occur, it can be difficult to stay connected to our values. The stress that results from stressful events can absorb so much of our attention that we lose track of what is truly important to us. And yet, values can serve as a light in the darkness of stressful times, reminding us why is it worth fighting for something, to keep going and to take responsibility.

This step involves creating a visual reminder of the values you specified in step 3. Using a blank piece of paper (either an individual sheet of paper or a page in a journal), represent your values visually in a way that you chose. You might like to use illustrations, photographs, or words (or a combination of these). You may also consider creating a digital representation of your values, for example by using PowerPoint. Allow yourself to be as creative as you like here, ensuring that however you choose to represent your values resonates with you personally.
After you have completed your visual values reminder, you can put it somewhere where you can see it every day (e.g., on the refrigerator or office desk). In this way, it can help you to stay in touch with what makes your struggle worth going through.

Values list:

Acceptance
Achievement
Advancement & Promotion
Adventure
Affection
Altruism
Arts
Awareness
Beauty
Challenge
Change
Community
Compassion
Competence
Competition
Completion
Connectedness
Cooperation
Collaboration
Country
Creativity
Decisiveness
Democracy
Design
Discovery
Diversity
Environmental Awareness
Economic Security
Education
Effectiveness
Efficiency
Elegance
Entertainment
Enlightenment
Equality
Ethics
Excellence
Excitement
Experiment
Expertise
Exhilaration
Fairness
Fame
Family Happiness
Fast Pace
Freedom
Friendship
Fun
Grace
Growth
Harmony
Health
Helping Others
Helping Society
Honesty
Humour
Imagination
Improvement
Independence
Influencing Others
Inner Harmony
Inspiration
Integrity
Intellect
Involvement
Knowledge
Leadership
Learning
Loyalty
Magnificence
Making a Difference
Mastery
Meaningful Work
Ministering
Money
Morality
Mystery
Nature
Openness
Originality
Order
Passion
Peace
Personal Development
Personal Expression
Planning
Play
Pleasure
Power
Privacy
Purity
Quality
Radiance
Recognition
Relationships
Religion
Reputation
Responsibility
Risk
Safety & Security
Self-Respect
Sensibility
Sensuality
Serenity
Service
Sexuality
Sophistication
Spark
Speculation
Spirituality
Stability
Status
Success
Teaching
Tenderness
Thrill
Unity
Variety
Wealth
Winning
Wisdom