Resiliency Competency Model

Enhancing Resilience: A Conference Promoting Healthy Campuses
April 27, 2018
Onondaga Community College
Syracuse, NY

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WHY RESILIENCY?

Why Will Future College Students Lack Resilience?
Lawnmower Parenting and how it affects today's kids

Looking at Student “Grit” and Resilience – from Recruitment to Retention

Declining Student Resilience: A Serious Problem for Colleges
College personnel everywhere are struggling with students’ increased neediness.

How Some Colleges are Building Student Resilience and Grit

WHY RESILIENCY?
Background

• Northeast Resiliency Consortium (NRC) – 7 community colleges across 4 Northeast states
• Partners with Achieving the Dream
• Created in wake of natural and man-made disasters in Northeast United States

Shared commitment to:

• Build more adaptive, resilient workforce
• Focus on industries central to preventing, responding to, recovering from disasters and crises including:
  • Information technology
  • Environmental technology
  • Healthcare
Resiliency Competencies

Northeast Resiliency Consortium (https://youtu.be/xaJqx0gdGXw)
An individual’s persistent development and application of knowledge, skills and resources that effectively help one adapt to change and overcome adversity.
### Critical Thinking

**Purposeful use of reasoning to identify strengths and weaknesses of alternative approaches in diverse situations.**

**Example Actions**
- Focuses on relevant and unique factors
- Analyzes situations for opportunities and challenges
- Identifies current resources and evaluates the gaps in needed resources
- Proposes alternative options and strategies using analysis and evaluation
- Makes informed decisions

### Adaptable

**Successful adjustment to a variety of positive and negative conditions and circumstances.**

**Example Actions**
- Demonstrates curiosity, flexibility and openness to change
- Pursues alternative solutions, including effective use of technology
- Acknowledges when change is needed and takes proper action

### Self-Awareness

**Clear understanding of one's qualities, characteristics, strengths and weaknesses, and how they impact one's self and others.**

**Example Actions**
- Engages in self-assessment and introspection, recognizing one's own emotions
- Identifies potential barriers (e.g., physical, emotional, and psychological)
- Makes confident, committed, and motivated choices
- Asks for support when appropriate

### Reflective Learning

**Integration and application of prior and current learning to new situations.**

**Example Actions**
- Describes own best learning strategies
- Builds on prior knowledge and experiences with current knowledge
- Determines what learning is needed to move forward
- Learns from the effects of one's actions and makes improvements

### Collaboration

**Works with others to achieve a goal.**

**Example Actions**
- Initiates giving and receiving information, facilitating communications among the group
- Resolves conflicts by advocating for and engaging in compromise
- Engages in the development of relationships
- Prioritizes group goals while recognizing individual interests
- Demonstrates willingness to come to agreement with others
- Uses technology effectively to foster communication and teamwork

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These five competency areas have been developed using multiple methods of systematically collecting and processing stakeholder feedback. Stakeholders included students, faculty, staff, administration, employers and industry groups. Details regarding these methods and their results are available through the Northeast Resiliency Consortium. This version of the model is designed to be used in conjunction with implementation plans for fall 2015.
WHAT ARE THE CHARACTERISTICS OF RESILIENCE?
Resiliency Evolves Through Life’s Continuum

Orchestraste Life, Work & School
Learner responsibility

Segmented Learning Experiences

Work/ School/ Life/ Community

Collated Learning Experiences

Individual Meaning Making
Learning Constructs

• Experiential Learning
• Applied Learning
• Formal Learning

All learning is experiential!
Neuroplasticity

- Neuro-sensory experiences create chemical changes at the synapses
- Potency and value of the neurotransmission increases chemical changes
- Re-stimulation of neuro-pathways increases chemical changes
- Combining creates permanent durable memory traces = learning
- Neuro-pathways are cooperative and form networks
Consciousness

- Reflection
- Assessment
- Judgment
- Decisions
- Predictions

- Emotions
- Values
- Beliefs
Self-Assessment – Most Critical

• Corresponds to how the brain assesses and learns
• Provides strategies for:
  • Critical Thinking
  • Self-Awareness
  • Reflective Learning
  • Adaptability
  • Collaboration
Activity:

In groups, come up with as many attributes as you can to describe the ideal resilient person.
HOW CAN WE BE PURPOSEFUL ABOUT DEVELOPING RESILIENCY?
Developing Resiliency

- Mindset
- Competencies
- Qualities
- Experiences
Developing Resiliency

Student Process

Engage in Experiences  →  Reflect on learning  →  Self-Assess learning  →  Articulate learning

Instructional Process

Provide Experiences  →  Recognize learning  →  Validate learning  →  Credential learning
Growth Mindset

• “A growth mindset is when students understand that their abilities can be developed.” (Dweck, 2014)
• The brain is malleable and can grow and develop
• Purposeful attention to and focusing on Resiliency can increase growth mindset.

A recent Rice University study ... found clear evidence that students at four-year colleges get better grades and are more likely to graduate if they exhibit three key traits:

1. A growth mindset (belief that their intelligence can improve over time).
2. A sense of belonging and social integration into campus life (flagged as especially important for underrepresented students).
3. An intrinsic motivation to achieve. (Marthers, 2017)
Qualities of a Resilient Person

“At the heart of resilience is a belief in oneself—yet also a belief in something larger than oneself.”

• Self-Regulates Learning
  • Makes informed choices
  • Self-assesses
  • Self-adjusts
  • Sets goals
• Locus of control
• Self-discipline
• Integrity
• Initiative

• I Have: strong relationships, structure, rules at home, role models; these are external supports that are provided;
• I Am: a person who has hope and faith, cares about others, is proud of myself; these are inner strengths that can be developed;
• I Can: communicate, solve problems, gauge the temperament of others, seek good relationships—all interpersonal and problem-solving skills that are acquired.

Experiences
Competencies as currency

Competencies are:
• knowledge and skills - what one knows and can do
• observable and measurable

Competencies are:
• teachable – they are learned
• transparent – are identifiable and articulated
• traceable – can be described as to what, when and how they are acquired
• translatable – can be mapped and equated
• transferable – are reciprocal and can be interchanged

Competencies exist at all levels and contexts of a learner’s life
Developing Resiliency Competencies

• When you teach individuals to become resilient, they will have the capability to endure challenges in their studies and in their work.

• The resilient worker is able to respond to issues and complexity and implement solutions quickly, efficiently and effectively.

• In turn, the resilient individual serves as an indispensable team member who helps others to also respond in resilient ways.
Resiliency Competency Model v2.0

Resilience is an individual’s persistent development and application of knowledge, skills, and resources that effectively help one adapt to change and overcome adversity.

The Northeast Resiliency Consortium Resilience Competency Model defines resiliency competence for students while taking courses in community college and when exiting the community college to enter the workforce. This model presents five competencies that are critical to student success. In addition to the competency definition, a set of actions are provided to demonstrate some examples of successful student behavior within each competency. Though presented separately in the model, successful students use the competencies in combination to take effective action.

Critical Thinking
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Example Actions
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HOW CAN YOU USE THIS FRAMEWORK?

Talk to people around you
What did you come up with?
Resiliency Competency Development

COMPETENCY CONTINUUM
- Learners develop resiliency as they move through the continuum of life, education and work.
- Education and work support this acquisition.

TRANSFER
- Learner applies resiliency competencies across different conditions, situations and contexts.
- Acceptance, interchangeability and integration of resiliency competencies between education and work.

RESILIENCY COMPETENCY FRAMEWORK
- Transparent competencies at all levels and in all contexts.
- Trace what, where and when competencies are developed and applied.
- Translate competencies between and across contexts and applications and map relationships.

TEACHING & LEARNING
- Resiliency Competencies are teachable – learnable.
- Resiliency Competencies are universal – need to be infused across the curriculum.
- Resiliency Competencies span across learning experiences and outcomes.
Purposefully Integrating Resiliency

- Academics
- Student Life
- Advising

- Provides concepts
- Language
- Self-describe

Step 1: Identify your objectives and learning outcomes – what is it that you want students to develop?

Step 2: Align resiliency competencies with your objectives and learning outcomes.

Step 3: Determine exactly what you will be doing that build the resiliency competencies – what are the instruction, student activities, assignments, and assessments?

Step 4: Enjoy working with your students and watching the resiliency competencies grow!
Questions? Comments?

Resources

- [http://achievingthedream.org/resources/initiatives/northeast-resiliency-consortium](http://achievingthedream.org/resources/initiatives/northeast-resiliency-consortium)
- [https://bibalex.org/baifa/Attachment/Documents/115519.pdf](https://bibalex.org/baifa/Attachment/Documents/115519.pdf)
- [https://www.academicimpressions.com/building-student-resilience-grit/](https://www.academicimpressions.com/building-student-resilience-grit/)