

# Resilience

Recover, adapt and continue purposeful action after disruption.

**A WORKING DEFINITION**

# Resilience is a process—not a personality badge.

Resilience is the capacity to recover and continue purposeful action after adversity by regulating strain, drawing on support and adapting the response.

**IN PRACTICE**

Stabilizes first, seeks useful support, adjusts the plan and resumes a meaningful next step.

**It is**

Dynamic and developable.

Relational as well as personal.

Context-sensitive.

A balance of recovery, adaptation and action.

**It is not**

Enduring everything alone.

Suppressing emotion.

Returning unchanged.

Accepting preventable harm.

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**WHY THIS MATTERS NOW**

Fast-changing work creates repeated transitions, ambiguous setbacks and new demands. Resilience helps a person preserve agency and wellbeing while learning what the new situation requires.

Resilience can coexist with vulnerability. Asking for help, pausing and changing direction may be resilient actions.

## THE RESILIENCE LOOP

# Recovery becomes growth when the loop closes.

**BEHAVIOR CLUE**

A resilient person does not always “bounce back” quickly. They restore capacity, update the plan and keep agency over the next move.

SEVEN CONNECTED CAPABILITIES

# Resilience is a system of skills.

No single coping technique is enough.

|                                                                                     |                                                                                      |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <b>Emotional recovery</b><br>Regains balance after distress or disappointment.      | <b>Adaptive thinking</b><br>Revises assumptions, options and plans.                  |
| <b>Coping strategies</b><br>Chooses methods that fit the situation.                 | <b>Support seeking</b><br>Recognizes when help, perspective or resources are needed. |
| <b>Perseverance</b><br>Sustains effort without confusing persistence with rigidity. | <b>Meaning making</b><br>Finds learning or purpose without denying loss.             |
| <b>Self-efficacy</b> · Builds evidence that “I can influence what happens next.”    |                                                                                      |

A gap in one capability can be supported by another—for example, support seeking can make emotional recovery and adaptive thinking possible.

WHY WE PROTECT THIS SKILL

# Three signals—three different questions.



**Human Core**

How central should human agency, judgment and responsibility remain?



**Human owns**

Signal 5/5



**Future Readiness**

How strongly does this help people learn and act as roles and technology change?



**Foundational**

Signal 5/5



**Safeguard Value**

How strongly does this protect capability from over-reliance, deskilling and loss of agency?



**Critical safeguard**

Signal 5/5

READ THESE AS STRATEGIC SIGNALS

**They describe why the skill matters—not how advanced a learner is.**

For Resilience, all three are high because recovery, adaptation and continued agency cannot be responsibly delegated.

LEARNING PROGRESSION

# Five stages of resilient practice.

These stages describe increasingly independent, flexible and socially enabling behavior. They are not a rating of personal worth—and Level 5 does not mean invulnerable.



USE THE PROGRESSION WELL

Ask: “What is the next observable behavior?”—not “What type of person are you?”

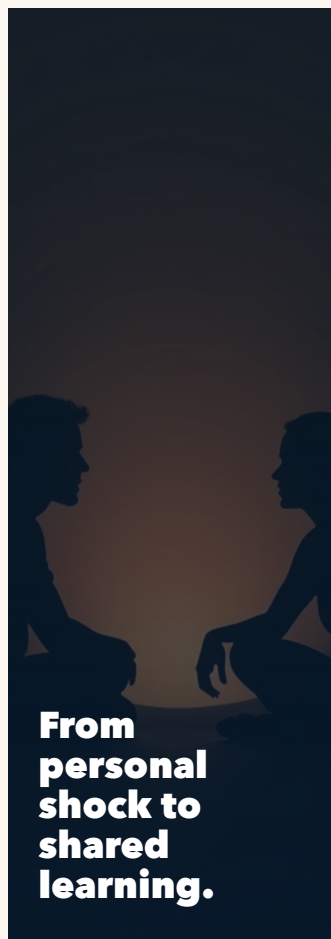
BEHAVIOR MAP

# What resilience looks like around a setback.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>01</div> <div>Before</div> <div><div><div><b>Builds capacity</b></div><div>Protects recovery, relationships and realistic workload.</div></div><div><div><b>Maps support</b></div><div>Knows who can offer information, care, challenge or resources.</div></div><div><div><b>Practises alternatives</b></div><div>Prepares more than one route to an important goal.</div></div><div><div><b>Notices signals</b></div><div>Recognizes personal signs of overload early.</div></div></div> | <div>02</div> <div>During</div> <div><div><div><b>Names impact</b></div><div>Separates facts, feelings, interpretations and immediate needs.</div></div><div><div><b>Stabilizes</b></div><div>Reduces avoidable strain before making high-consequence decisions.</div></div><div><div><b>Seeks support</b></div><div>Asks for the kind of help the situation requires.</div></div><div><div><b>Chooses the next step</b></div><div>Acts at a scale that is possible now.</div></div></div> | <div>03</div> <div>After</div> <div><div><div><b>Reviews honestly</b></div><div>Identifies what helped, harmed or remained unresolved.</div></div><div><div><b>Updates the plan</b></div><div>Changes assumptions, boundaries, resources or tactics.</div></div><div><div><b>Rebuilds efficacy</b></div><div>Records evidence of influence and progress.</div></div><div><div><b>Shares learning</b></div><div>Improves the surrounding system, not only personal coping.</div></div></div> |
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## CASE STORY · COMPOSITE

# When the pilot fails in public.



**The disruption.** A cross-functional team launches an AI-supported customer workflow. Early results look promising, but a quality incident exposes weak checks. The pilot is paused and trust drops.

## 1 • Recognize

The team names disappointment, reputational concern and workload pressure instead of rushing to defend the work.

## 2 • Stabilize

Leadership reduces nonessential work, clarifies decision rights and brings in quality expertise.

## 3 • Reframe

The question changes from “Who failed?” to “Which assumptions, skills and safeguards were missing?”

## 4 • Adapt

The team unlearns “speed proves value,” adds human review gates and retrains on exception handling.

## 5 • Re-engage

A smaller pilot restarts with transparent criteria, peer review and weekly learning checks.

### RESILIENCE IN PRACTICE

They did not restore the old plan. They restored agency, learned and built a safer one.

A PRACTICAL PROTOCOL

# RESET the next response.

Use after a setback, during a transition or when pressure begins to narrow your options.

| <b>R</b><br><b>Recognize</b>                                                                     | <b>E</b><br><b>Ease</b>                                                                               | <b>S</b><br><b>Seek</b>                                                                         | <b>E</b><br><b>Explore</b>                                                                      | <b>T</b><br><b>Take</b>                                                                    |
|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| What happened?<br><br>What am I noticing in body, thought and behavior?<br><br>What matters now? | What can be paused, reduced or clarified?<br><br>What restores enough capacity for the next decision? | Whose care, challenge, information or authority would help?<br><br>What exactly will I ask for? | Which assumption may no longer fit?<br><br>What other path, boundary or experiment is possible? | What is the smallest meaningful next action?<br><br>When will I review what it teaches me? |

**60-second start:** “This affected me by ... What I need before deciding is ... The next useful step is ...”

RESET supports everyday practice. It is not a substitute for professional support, safe working conditions or action on structural causes of harm.

LEADERSHIP AND LEARNING CULTURE

# Do not outsource resilience to individuals.



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- MODEL**    **Name uncertainty and recovery needs.**  
Show that revising a plan is disciplined learning, not weakness.
- 
- ENABLE**    **Create capacity and access to support.**  
Protect recovery time, psychological safety and routes for escalation.
- 
- ALIGN**    **Remove contradictions in the system.**  
Do not reward heroic overload while asking people to care for wellbeing.
- 
- LEARN**    **Turn setbacks into better practice.**  
Run blameless reviews that change assumptions, safeguards and resources.
- 
- SHARE**    **Make recovery a collective capability.**  
Build peer support and distributed competence—not dependence on one resilient person.

**RESEARCH PULSE · 2024**

A systematic review of 74 studies found adaptability, proactivity and resilience are widely accepted components of workforce agility, while measurement remains inconsistent.

Alviani et al., *Frontiers in Psychology* (2024). See source note [R1].

SEVEN-DAY EXPERIMENT

# Practise before the next big disruption.

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- Day 1** Name your early signs of strain and one reliable stabilizer.
- 
- Day 2** Map four kinds of support: care, information, challenge and resources.
- 
- Day 3** Reframe one setback using facts, interpretations and alternative explanations.
- 
- Day 4** Replace one rigid goal route with two workable options.
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- Day 5** Ask for one specific form of help before overload peaks.
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- Day 6** Take one small action that rebuilds evidence of agency.
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- Day 7** Review: what restored capacity, what changed and what needs system support?

MY RESILIENCE MAP

My early signal:

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A stabilizer that works:

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A person or resource I can seek:

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My smallest meaningful next step:

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Track behavior, not mood alone. Success may mean asking earlier, recovering more safely or changing direction sooner.



RESILIENCE • RECOVER • ADAPT • CONTINUE

# Strength is not never bending.

It is preserving enough wellbeing, support and agency to learn what the moment requires—and choose the next meaningful step.

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**Source note.** Built from the GMB MAPE-9 Life Skills Framework and the Skillspathfinder Resilience profile. [R1] Alviani, Hilmiana, Wicaksono & Muizu (2024), "Workforce agility: a systematic literature review and research agenda," *Frontiers in Psychology*. Composite case created for learning use.

# About This Material

## WHAT THIS IS

This material is part of the Skills Pathfinder learning ecosystem developed by GrowthMindsetBuilder. It presents one or more human skills in a concise, practical format for learning, reflection and training.

It may be used as a standalone learning resource, but it is not a complete course. The broader learning experience—including facilitated activities, practice, feedback and progression—lives within the programmes and client projects from which this material was developed.

## RESEARCH FOUNDATION

Skills Pathfinder profiles and frameworks synthesize extensive research, international models and established good practices. They bring together multiple perspectives to make complex ideas accessible and useful in real-life learning and development.

No individual model or study provides a complete answer. Skills Pathfinder should therefore be understood as an evidence-informed framework for reflection and growth—not as a universal or final definition of human capability.

## RESEARCH NOTES AND SOURCES

Where used, research callouts marked [R1], [R2] and so on provide short summaries of published studies. Each callout identifies the authors and publication so that you can find and examine the original research.

Research on human skills, AI capabilities and future readiness is developing quickly. Findings may differ across people, tasks, technologies and settings—and conclusions that appear settled today may change as new evidence emerges.

Treat each study as one contribution to the evidence rather than a final verdict. Compare perspectives, explore the original sources and form your own view. Where a source is cited, the original publication—not this summary—should be treated as authoritative.

## CONTEXTUAL USE

Every skill profile is contextual. Language, terminology, emphasis and interpretation should be adapted to the cultural, educational, professional and organizational setting in which the material is used.

Local knowledge—and the experience of the people using the framework—is essential for making the material relevant, inclusive and effective.

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Unless stated otherwise, case stories are composites created for learning use and do not describe identifiable individuals.

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