



# A Study On Building Resilient Workforce Through Training And Coaching In Manufacturing Industry Setup In India

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## **Abstract**

This research study emphasizes the impacts of developing resilient workforce through training and coaching in the manufacturing industry setup in India and aims to review the effectiveness of resilience training and coaching interventions in various organizational settings and to determine the impact that would be derived from such intervention for the levels of resilience and coping strategies among employees as well as for their well-being, job performance, efforts to cope with stress, adapt to change, thrive, and build sustainability at workplace. Needs assessment, interviews, surveys, focus group discussions, designing of the training and coaching programs, its implementation and monitoring effectiveness and evaluation were conducted on 15 participants to build resilience as a capability. This study has facilitated the understanding of resilience as a competency, its coping strategies, and relevance in diverse organizational contexts. As a futuristic study, it also can build a step towards the foundation of studying and understanding how to sustain such competencies for a long period through habit formation after developing the capability to build these competencies at the workplace.

**Key Words:** Resilience, Training, Coaching, Manufacturing, Coping, Sustainability, Habits

## **INTRODUCTION**

As a consultant, I conceptualized and conducted this study for an Indian Manufacturing company.

Individual Resilience entails withstanding, adjusting to and rebounding from adversity through effective coping mechanisms. It denotes the individual's capacity to return to former state after setback (Soni & Treasaden, 2021).

Applied Research is 'non-systematic' approach to solving particular problems or issues is termed as applied research. These problems and issues could be at an individual, group or societal level. The absence of systematics is premised on how it goes straight to determining what the solutions should be. The procedure also resembles a scientific methodology owing to its reliance upon practical application of all existing scientific knowledge for informing outcomes (Mishra, 2018)

Action Research is a type of applied research aimed at finding practical solutions for business problems. It entails reflective inquiry within well-defined contexts. Coaching process is nothing but reflective inquiry (Cameron et al., 2000).

Applied Research in Psychology is for researchers in the applied area of psychology, they could apply research in determining behaviors at work, the organization development approach to utilize in drawing solutions. This is common where a researcher tests individuals' competencies or behaviors by conducting experiments whose results are used as the basis for designing programs. Training and Coaching are the two most frequently used OD approaches (Bartram, 2005).

Resilience is the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress. It simply means "bouncing back" from challenging experiences like adversity, trauma, tragedy, threats and other forms of stress (Luthar et al., 2006).

Resilience is at its core a combination of inner strength and external support influenced by various factors such as individual characteristics, social ties, coping methods, past experiences etc. Sometimes resilient individuals have positive attitude on life and usually view failure or hardships as their chance to grow stronger. People who are resilient often know how to manage their emotions better than others, they can adapt easily to changes because they possess more flexible ways of solving issues. Content like mindfulness, optimism building together with cultivating self-compassion also have a lot to do with boosting resilience power. Sometimes there are other people such as friends, family members or mentors who could offer both emotional and tangible resources during difficult times further enhancing that resilience solidly engraved within an individual.

Developing resilience can encompass different skills including emotional control, troubleshooting, good communication. Furthermore, due to the above-mentioned practices as "Mindfulness" or "Optimism-building", resilience may also be defined as the capability of withstanding or recuperating quickly from difficult conditions. In addition, during tough times, supportive relations with our family members friends or any other relative helping persons become very essential emotional and practical resource when it comes to reinforcing one's resilience.

Overall, resilience helps individuals maintain well-being and achieve long-term success by allowing them to navigate life's inevitable challenges with strength and adaptability.

An adaptive workforce is one that thrives on change. Such employees do not lose their focus or motivation no matter the circumstances since they are quick at acquiring new abilities, responding to variations among other aspects without wavering in their stance concerning what should be accomplished (Coutu, 2020).

Emotional intelligence is also essential in the context of the workforce's resilience. During stressful periods, highly emotional intelligent workers are capable of controlling their feelings, maintaining a positive attitude, and providing assistance to their comrades. Collaboration and positivity are good for constructive working condition created as a result of such emotional steadiness in the times of uncertainty.

By administering training programs that revolve around such areas as stress management, problem-solving skills as well as providing tools for leadership development, organizations can instill resilience among their employees. Resilient environments are nurtured when team members are provided with necessary skills for handling pressure, adopting a growth mindset, as well as creating strong relationship with fellow staff members.

Employees and organizations benefit from an adaptable workforce with staff who are able to handle challenges in their working environment (Gittell, 2016). Those working as part of such teams experience higher levels of employee satisfaction frame work (Masten & Obradovic, 2006).

Resilience levels describe how well individuals or institutions are able to bounce back after experiencing difficulties, such as stressful events or economic downturns. Resilience involves more than just the ability of an individual to overcome stress; it also includes aspects of personal growth which are dependent on the ability to form positive relationships with others (Holling, 2007). At this level, people face periods of chronic stress that impair their ability to form and maintain stable, healthy interpersonal relationships.

Individual resilience or personal resilience can be described in its simplest terms as a person's ability to endure hardship without losing wellness. It has three parts: emotional, psychological and physical strength components which altogether make it possible for someone to handle stress when he or she comes across them.

## **Sustainable Workplaces**

Generating a workspace that supports long-term flourishing of employees, rather than their burning out or disengaging, is essential when creating a sustainable work place. This goal can be achieved through many ways including building resilience within our workforce. Therefore, resilience from different angles serves as one point through which different factors will be important as it helps maintain their motivation among other things such as feeling safe while at their respective workplaces. (Resilience at Work)

Creating an environment that is sustainable over the long term that supports both individual and organization success requires the integration of well-being as a central element within organizational culture. Fostering resilience has been found to reduce levels of absenteeism and staff turnover thereby resulting in increased productivity at work (Donaldson-Feilder et al., 2013). Such employees are known to exhibit higher levels of commitment towards their jobs and the organization in general thus shaping its destiny as a going concern.

In addition, resilient workplaces promote teamwork and tend to be innovative in nature. In situations where employees feel safe or supported, they can risk more in their input hence leading to success in all aspects including promotion opportunities in future. Edmondson (1999) underlines the significance of creating psychological safety to facilitate innovation and resilience since workers who are encouraged to speak up would show more creativity in solving problems. Coping strategy for sustainable workplaces - Encourage leaders to exemplify resilience while helping people develop practices that enhance it like mental health programs, peer support networks and flexible work schedules among others

Resilience is vital for enhancing employee well-being, job performance, stress management, adaptability and thriving in the workplace, besides helping to foster sustainable working environments where employees can develop in the long run. Organizations can also promote resilience building by focusing on targeted coping strategies including emotional regulation, problem-solving as well as continuous learning among others aimed at facilitating individual as well as organizational success.

## **Behavioural Coaching; Enhancing Performance Improvement**

Increasing individual performance is a main reason for applying behavioural coaching as a tool for workforce redundancy. Coaching on specific behaviour makes it easier for each of us to identify where exactly our strengths are so that we can tap into those areas where we can improve. By promoting introspection and insight building, coaching has been shown to make a significant contribution to increased performance effectiveness (Grant, 2017). Because they help individuals plan for themselves as well as monitor how well they are doing over time, good coaches are essential for enhanced job performance through development of realistic goals backed by action blueprints.

Whenever there is change happening within an organization especially the need for behavioural change its most probable that coaching also goes alongside this process. Feedback coupled with accountability are some of the techniques used in behavioural coaching if it is expected to ensure that behaviour changes will be maintained. For example, on-site-decision-making requires managers working under time pressure while clients require immediate solutions; such situations exerted pressure on managers though they develop response strategies that tackle them because we cannot assume that everything would have gone well (Goodrich, 1978). Regular information makes those in charge aware how they contributed into either good or bad reputation affecting their guts; it all pivots around what they could have done differently if they were to have another chance between criticism and appraisal which also affect personal confidence since they realize that it is not enough for personal alone to be critical whenever tackling problems that affect other individuals because each may possess a different reasoning style which might cast a negative shadow upon his conscience. Coaching Strategy - In order to ensure that employees are accountable for their actions, managers must hold regular one-on-one coaching sessions to

set and review performance goals regularly while encouraging continuous development.

## **Coach for Habit Formation**

Habit formation needs coaching for individual in order to ensure that new behaviour become habitual. It is important for coaching establishment since it lays down guidelines, supports and holds accountable an individual to accept new behaviour and maintain them for a considerable period (Kaiser 2011). Habits are small acts, which are repeated regularly often unconsciously by those in whom they are developed. (Duncan, 2011) asserts that understanding how this can be achieved through coaching is paramount in personal life and work-related aspects. This essay will delve into how coaching can help establish habits emphasizing on self-awareness, goal setting, reinforcement and accountability.

## **Futuristic Approaches**

How do we continue to possess a particular skill for very long periods after obtaining it through training or coaching? This question does not require an answer. Sustaining a competency over the long term, whether it is developed through training or coaching process, calls for consistent reinforcement, practice, and integration into daily work routine. To help to maintain a competency over the long term, it can be achieved by continuous learning and development, practice and application in the workplace and coaching and mentorship.

This is a powerful way of creating habits that stick by making us more aware of ourselves, setting clear goals or targets, giving support systems when necessary and making sure that we take responsibility for our actions. Coaches are able to empower their clients through new ways of doing things over time such as personal stories, external examples or the use of language that evokes emotion. Effective coaching thus leads to development of good practices/tools but at same time promotes holistic growth (Caldwell & Dixon, 2012).

## **Focus of Study**

The major purpose of this study is to find out how effective are training and coaching programs when it comes to increasing resilience among workers within manufacture set ups? The research work will attempt to identify key competencies needed for building resilience in manufacturing positions such as technical competencies, interpersonal competencies as well as stress management skills among others. It seeks to provide understanding for development of workers that can adapt to changes adaptively and able to make organizational performance impact.

## **Need for Study**

The motivation behind conducting this research is the increasing complexities confronted by the manufacturing sector in India. This calls for having employees who are technically qualified since there is automation, digitalization and international competition among other factors besides psychological resilience to undo alterations amidst unending pressures. This therefore helps them to manage stress appropriately; remain involved during tough periods without losing their productivity levels among other benefits?

Furthermore, COVID-19 pandemic has underlined the significance of resilience at work place as many disruptions were experienced by different firms calling for adaptable capacity from workers. Through this study responses will be given on how training and coaching specifically boosts resilience thus presenting practical frameworks for organizations seeking to develop strong human capital.

## **Significance of Study**

This study is significant in several ways. Firstly, it enriches scholarship in terms of workplace resilience by providing empirical evidence on how training and mentorship contribute towards building resilience among factory operatives. It contributes to the gains made within positive industrial organizational behaviour literature by setting up a platform for future research.

Secondly, it is very important for manufacturing firms where it will highlight the way forward. The information should help organizations establish appropriate programs for improving resilience and enhancing performance through effective training and coaching regimes that work best for them thereby cutting back on staff turnover rates while increasing employee satisfaction levels as well improving operational efficiency at large.

In conclusion, understanding “A Study on Building a Resilient workforce through Training and Coaching in Manufacturing Industry Setup in India” can solve some of the problems experienced by this field. Consequently, this research is aimed at improving workers’ ability to cope with work-related demands as well as maintenance of organizational competitiveness.

Before the 2000s, research on resilience in the manufacturing sector, particularly in India, was limited. The focus of management studies during this period often revolved around efficiency, productivity and traditional management practices. In the early to mid-2000s, there was a growing recognition globally of the importance of resilience in various sectors, including manufacturing. Researchers and practitioners began exploring resilience as a strategic capability for organizations to withstand disruptions and uncertainties. However, the specific focus on resilience through training and coaching in the Indian manufacturing sector might have been limited during this time. With increasing globalization, technological advancements, and market uncertainties, there was a shift towards recognizing the importance of human capital in building organizational resilience. Studies started emphasizing the role of training, coaching, and skill development programs in enhancing employee capabilities to adapt to changing circumstances. However, specific literature on resilience-building through training and coaching in the Indian manufacturing sector might have been still evolving.

**Impact:** Aim is to build resilience at all 4 levels - physical resilience, mental resilience, emotional resilience and social resilience - **(PMES)**

Resilience can be explained as an ability to cope up with adversity or misfortune as well as protecting oneself against its recurrence through multidimensional ways that encompass the physical being, emotions, mental status together with social life. All of these parts take part in how individuals get along with problems whether they occur on personal backgrounds or work places. And this review therefore elaborates on PMES;

### **Physical Resilience:**

Physical resilience refers to how well the body can keep up physical stress and recover from injury, illness or tiredness. It serves as the base upon which others like mental resilience and social resilience could be developed due to the importance of being physically healthy. Physical resilience is the ability of a person’s body to maintain internal equilibrium during times of stress and recover from it afterwards, as per Seeman et al. (1997). Physical fitness, nutrition, sleep, and stress management contribute significantly toward physical resilience.

Physical resilience capacity is built through exercises, studies have shown. Regular exercise helps strengthen the heart and lungs while increasing endurance allowing a quicker recovery time from physical stressors, thus making individuals less susceptible to diseases (Rejewski & Mihalko, 2001). It is also known for its other health benefits like reducing the risks of chronic diseases which can undermine one’s resistance (Warburton et al., 2006). On the other hand, sleep acts as another critical component responsible for aiding our body repair and replenish itself when at rest. Physical resilience reduces through the lack of sleep because it lowers immune defenses opening one up to various illnesses (Walker, 2017).

Adopting wellness programs in high-demand environments such as manufacturing or healthcare can help reduce attendance at work and raise employee output in terms of both quality and quantity (Quick, Henderson, & Cooper, 2012). Encouraging regular breaks, promoting ergonomic practices, and providing access to fitness programs are strategies that organizations can implement to foster physical resilience.

**Mental Resilience:**

An individual's capacity to process information, solve problems or stay focused during stressful situations is known as mental resilience; this concept contains cognitive flexibility, problem solving abilities including managing negative thoughts (Norris et al., 2008). In fact, mental resilience is that inner strength within us which enables adaptation to change and maintenance of performance under cognitive pressures (Rutter 1987).

It has been established that the use of cognitive behavioural therapy (CBT) techniques helps in achieving an improvement in mental resilience by altering negative thinking patterns into sustainable ones per Beck (2011). In another research by Tugade and Fredrickson (2004) positive emotions were identified as major contributors to mental- resilience such that people who can generate them under stress have fewer cognitive interferences hence focusing more on solutions. High levels of cognitive flexibility make people subjectively mentally tougher since they enable quick adaptability when situations change (Martin & Anderson, 1998).

One of the strategies organizations can use to enhance mental resilience is mindfulness training where an individual learns through meditation how to bring his mind into focus while reducing cognitive overload (Baer, 2003). These practices also enhance concentration ability among other things so they will help you curb your anxiety levels hence promoting effective mental resilience (Zeidan et al., 2010).

In the workplace, it is significant that employees are consistent amidst multiple tasks so as to manage various responsibilities continuously. Building mental resilience among employees in institutions may be done by offering opportunities for constant learning by the staff members on regular basis, provision of help on matters related to mental health among others like ensuring a psychological safety culture that promotes open sharing of difficulties in order to avoid judgment.

**Emotional Resilience:**

Emotional resilience involves regulating one's emotions especially during times of tension or adversity (Norris et al., 2008). It includes managing feelings such as fear, frustration and sadness that promote recovery rather than those that suppress the individual. Emotional resilience is based on emotional intelligence, self-awareness and coping skills that enable people to remain calm even when they feel like they are losing control.

Emotional resilience is said to be made up of self-awareness, emotional regulation, motivation, empathy, and social skills which are all aspects of emotional intelligence according to Salovey and Mayer (1990). Such individuals are able to recognize their emotions, identify what triggers them, and use appropriate mechanisms for dealing with them. Essentially, emotional resilience means one can rebound from distressful feelings faster and that such emotions wouldn't impair either performance or health.

Subsequently, literature has suggested that emotional resilience can be developed through social support. Research done by Ozbay et al., (2007) found out that stress management is enhanced when someone has a strong social network since he/she has people to rely on when they need emotional and practical support. In addition, the use of positive coping mechanisms like seeking social support or reframing situations enhances emotional resilience by triggering positive emotions (Fredrickson, 2001).

In the workplaces, emotional resilience is a necessity for workers who must juggle many tasks, resolve complex issues, and respond to changes. Leadership outreach programs, counselling services center on the development and adoption of corporate culture to promote social resilience as much as providing support materials for its upholding in organizations. Additionally public speakers can say that emotional resilience might enhance confidence among employees, clients, publics etc., thus eliminating fear or panic Save money but still make it big.

## Social Resilience:

Social resilience refers to the ability of individuals to build and maintain strong connections, as well as deal with various networks easily. It is particularly important during times of crises since people with close ties can better weather tough situations than those who don't know anybody at all within their locality or around them in general public works projects in remote areas capacity building program information dissemination for large groups - these communities will be among the worst affected by any large-scale disaster. Social resilience also involves offering assistance when needed and receiving it from others; working together even under pressure to maintain good relationships without necessarily breaking up due to disagreements.

Building social resilience requires developing social capital, which implies the resources that can be accessed from a person's social circles. According to Coleman (1988), social capital involves issues like emotional support, access to information, and opportunities for collaboration that are useful in enhancing one's resilience. People who are socially resilient are good at developing relationships based on trust, communicating efficiently, as well as resolving conflicts amicably; this enables them to keep such relationships even when faced with setbacks (Putnam, 2000).

Key components of social resilience include community participation and belongingness. In their study done in 2015, Aldrich and Meyer found out that communities have high social resiliency levels which recover quicker after disasters because citizens within them work together giving each other support during difficult times. In the workplace, team building activities, mentorship programs, and shared work environments help foster organizational resilience (Gittell, 2016).

Equally significant social resilience also helps in fighting against loneliness and isolation that both emotional and mental wellness. A number of studies reveal that people who have stronger social support systems experience lower stress levels hence they can effectively deal with hardships (Cohen & Wills, 1985). In terms of organization context, building community spirit will make employees feel more connected and supported thus enhancing individual and collective ability to withstand adversity as well as recover from trauma.

A Complementary Approach to Enhancing PMES Resilience— PMES resilience, which integrates physical, mental, emotional, and social elements together, calls for an integrated system of development. Research shows that these factors are interconnected such that boosting resilience in any one area may result in its enhancement in other areas. For example, Quick et al. (2012) stress that physical resilience can also facilitate emotional and mental well-being since it promotes general health and reduces stress impact on the body. So emotional resilience is enhanced by social resilience which enables people to have safe havens that can help them overcome adversity.

For example, resilience enables an individual to keep up with changes by way of obtaining new competencies through continuous learning as well as restructuring roles and responsibilities as technology keeps advancing making machines perform better than people in various technical and cognitive tasks (Seligman, 2011). In other words, we can say that having optimism, self-efficacy and flexible characters are essential elements in a person who wants to survive under any circumstances brought by computer revolution. Employees who possess high degree of adaptability will be better placed in accepting changes, remaining productive amidst uncertainties and contributing positively toward organizational innovation needed by companies in the midst of these new technological landscape.

Lastly, Resilience has emerged as the top ranked key future skill in scenarios where AI, automation as well as digital disruption redefine what jobs are made of. It is a core competency at the age where routine tasks are taken over by machines. Resilience provides individual with psychological, emotional and social resources needed to handle continuous changes. For any organization looking forward to be ahead of others in relation to competition within its industry this should be roots of its success (Kotter, 2012).

## RESEARCH METHODOLOGY

### Research Gap

**Limited Studies:** It is possible that there are few studies dealing specifically with the manufacture sector in India where efforts have been put to enhance resilience. Even though the concepts of resilience training as well as resilience coaching have been known in various industries worldwide; there is no material written on these subjects regarding employees working within Indian manufacturing firms.

**Evaluation of Interventions:** In manufacturing industry settings there might be anecdotal evidence or case studies about how organizations introduced resilience building programs such as trainings for workers but there is a lack of scientific researches that should assess their efficiency. Researches investigating these projects' impact on employee's health condition job performance staff turnover that are not based on conjecture are of paramount importance.

**Barriers to Implementation:** Understanding what gets on the way of implementing such initiatives which help employees recover from distress could promote gingerly starting them within Indian manufacturing environments. The workability and continued existence of such ventures may be hampered by reasons such as absence of enough resource's leadership commitment staff involvement and business approach or culture.

**Longitudinal Studies:** Majority of the existing workplace studies on building capacity of workers usually take a one-point perspective going no further than few months despite their longitudinal connotations. It is therefore imperative that studies which shall observe how this resiliency grows over time and whether indeed there has been sustainability to the interventions be carried out.

### Research Problem Statement

Based on the identified gaps in research on developing resilience as a competency at the workplace in a manufacturing setup in India through training and coaching, the research problem statement emerges as follows:

The demonstrable competency is built at workplace, post pandemic, of workforce who are blurring boundaries between home and work, adapting to VUCA world and changing reality of processes, functions and roles, which are fundamentally changing the future competencies of workforce, thus re-skilling and building resilient workforce emerging as the most potent need of the hour, driven through facilitative master classes, digital self-learning and executive coaching methods.

## RESEARCH DESIGN & INSTRUCTIONAL STRATEGY

The organization had conducted a 360 Degree Feedback assessment for 50 of their High Potential Leaders, at (CXO – 1 level). From this pool, 15 targeted participants were selected, who went through this Resilience capability building journey, because this pool of 15 leaders showed Resilience competency as their development area and not their strength in the 360 DF report. Sampling Tools employed for Data Collection for Qualitative Study

### Primary Sampling Tools

Conduct Needs Assessments through Interviews, Focus Group Discussion: Conducting interviews, focus group discussions with employees, managers, HR professionals, and resilience trainers/coaches offered in-depth qualitative data on their perspectives, challenges, and suggestions regarding resilience-building initiatives.

### Secondary Sampling Tools

Organizational Documents: Analyzing organizational documents such as Competency assessment through 360 Degree Feedback Reports, Proficiency level scores, Proficiency level gap sheets, Training materials,

Performance evaluations and employee feedback reports can offer insights into current practices, challenges, and priorities related to resilience development in manufacturing workplaces.

## Sampling Techniques

The choice of sampling technique depends on various factors, including the research objectives, population size, accessibility, and feasibility. Here are some sampling techniques that will be considered:

### Probability Sampling Techniques - Cluster Sampling:

Divide the manufacturing setup into clusters (e.g., departments, shifts), randomly select clusters, and then include all employees within the selected clusters in the sample. This method can be efficient when the population is large and geographically dispersed.

### Non-Probability Sampling Techniques - Purposive Sampling:

Select participants who meet specific criteria relevant to the research objectives. For example, researchers may purposefully select employees who have undergone resilience training or coaching programs. This method allows for targeted data collection but may not be representative of the entire workforce.

## Descriptive Statistics

For qualitative measures, which involve non-numerical data such as categories, descriptions, or attributes, I will typically use descriptive statistics. Descriptive statistics are used to summarize and describe the features of a dataset without making inferences or drawing conclusions about a larger population like Bar Charts and Mean (weighted average) as common descriptive statistics used to summarize and visualize data.

### Design: (Measures of Effectiveness)

The 4 levels of measures of effectiveness are: -

- Reaction – Feedback of training
- Learning – Pre vs. Post Learning Tests (Learning Quizzes)
- Behavior – Quantitative & Qualitative measures of BIs of the competency in a 30-90-180 days measurement period by managers and selected stakeholders of the participants who undergo training & coaching
- Psychometric Instrument: Nicholson McBride Resilience Questionnaire (NMRQ) – abbreviated version – PRE vs. POST NMRQ measure

The first 3 levels of measures (Reaction, Learning, Behavior) are as per Kirkpatrick's 5 levels of effectiveness measures. These are commonly known as the Kirkpatrick Model, is a widely used framework for evaluating training and development program's effectiveness measures. I have excluded level 4 & 5 from the design, as it is very difficult to measure soft skills, behaviors and competencies at these levels. Level 4 & 5 are Results and ROI – Return on Investment. These five levels provide a comprehensive framework for evaluating training effectiveness, from participants' reactions and learning outcomes to behavior change, organizational results, and ROI. Each level builds upon the previous one, offering insights into different aspects of the training program's impact and effectiveness.

However, in addition, I have added Nicholson McBride Resilience Questionnaire (NMRQ), a very effective questionnaire on Resilience as a pre vs. post learning measure. Research shows this scale has 80% validity (Pilafas et al. 2020). The sample NMRQ scale is shown later in appendix.

## Definition of Continuous Variables

If we undertake applied research focusing on turning around a firm's workforce in the manufacturing field based in India through training and mentoring, then continuous variables are simply measurable factors that have possibilities of taking any value within a given range. These are non-restricted specific categories or levels of characterizations but may exist as a category on continuum. In relation to establishing a resilient workforce some instances would include;

- Employee Performance Ratings –This varying could be rated using continuous scale say using numeric starting from one up to five for instance if the higher values denotes much better performance.
- Training Hours: These represent period given to employees for training and may also assume levels of continuum which facilitate precise determination each employee's amount of training.
- Coaching Effectiveness Scores -One might measure how good coaching programs are through continuous scales like Likert scales that range from Strongly Disagree to Strongly Agree hence providing a complex overview about changes in coaching.
- Resilience Levels -Continuous scales of resilience levels such as those generated by validated methods like Nicholson McBride Resilience Questionnaire (NMRQ) can be used to measure employee resilience and give a figure showing how resilient somebody is.
- Employee Satisfaction Ratings- Employee satisfaction in various training programs could be rated on a continuum known as numerical rating system ranging from one to ten for example where bigger values indicate higher levels of satisfaction.

These continuous variables form foundation upon which researchers may examine impact of training and coaching on resilience among employees within Indian manufacturing industrial setup in detailed mathematical manner leading towards practical choices according to evidence as well for continually developing our performance.

## Variables under study

### Independent Variables

- Resilience Training methodologies – the type and content of training program provided to employees
- Coaching interventions and roadmap - the frequency, duration, and focus areas of coaching sessions offered to employees
- Behavioral Indicators of Resilience competency
- Proficiency Level Gaps – quantitatively provided by managers & stakeholders, as per organization competency document
- Time Period – in a duration of 30 – 90 – 180 days period
- Method of measure of effectiveness – Quantitative vs. Qualitative, Kirkpatrick levels of measures – L1 - Reaction, L2 - Learning, L3 – Behavior

### Dependent Variables

Measures of effectiveness of BI on competency of Resilience - The ability of employees to adapt, recover, and thrive in the face of adversity, stress, or challenges. This is measured basis the identified proficiency level gaps for each participant which are met through training and coaching approach. Sustainable measures of effectiveness of Behavioral Indicators on competency of Resilience, quantitatively and qualitatively, by managers on a Likert scale of 1 to 5, 5 being the highest and 1 being the least score.

**Behavioral Indicators (Each indicator is mapped as per PMES criteria)**

Ability to develop physical wellness which is intrinsically motivated	P
Ability to showcase effective mindfulness	M
Ability to perform positive thinking – PERMA	M
Ability to demonstrate Learned Optimism against Learned Helplessness	M
Ability to form emotional attachments and connections with others	E
Ability to conduct positive self-talk	E
Ability to build a sense of humor without being stressed out	E
Ability to attach meaning to actions via Values	S

**What do you mean by Behavioural Indicators?**

Behavioural indicators are particular, visible body acts that illustrate how competencies, skills or attitudes are displayed at a work place showing how competent an individual is performing and also serve as some guidance on where more development might be required within an organization; thus, showing signs of progress (progress need not be linear). They are tangible evidence of what people do when they are competent in different situations and hence provide information on whether expectations are met or development is required.

**Design Structure with Modalities**

Learning Journey via Training and Coaching Methods

Master Classes - Classroom Discussions

Audio Visuals

Case Studies

Role Plays

Live Presentation Assessments

Digital self-learning

Coaching Roadmap

Training and coaching methods in learning journey

**Ethical Considerations Under Study**

When it comes to human subjects, especially for manufacturing sector employees, research integrity and accountability are dependent on ethical considerations. The following are the main ethical considerations are important to undertaking this study;

1. Informed Consent - All workers should receive comprehensive details regarding the aim, methodology, possible hazards and rewards to participating before they are allowed to take part in the research. Employees must be allowed to give their explicit agreement without any form of duress from their superiors and management whatsoever. Furthermore, written permission is necessary, while participants have free will if they want to withdraw from the study at any time without fear of facing negative consequences.

2. Confidentiality and Anonymity - Securing various aspects of privacy relating subjects is very critical aspect that must be considered. It is important to keep under lock and key personal information collected during the study, responses or performance data obtained. This calls for deletion of such identifying marks where appropriate records will have to appear in their aggregate form and become impossible for anyone including me reading this body without the consent of that individual participant Secure storage during physical or electronic means becomes inevitable if trustworthiness should be preserved.

3. Non-Maleficence (Do No Harm) - The avoidance of harmful effects that endanger well-being such as psychological distress, emotional strain or physical health impairment marks out the nature of this undertaking. Don't make employee training programs designed to enhance mental toughness further add unnecessary tension in their lives. Preliminary patterns should help researchers anticipate overload mental pressure as a result from excessive coaching or evaluation rituals.

4. Voluntary Participation and Right to Withdraw - Every worker should join this research without being forced into it by fellow colleagues or other relevant authorities within their respective companies' organizational structures therefore; there cannot be any question of repercussions here given that they have all rights reserved for quitting at any given time during the entire course without any victimization or punishment practiced on them thus helping them exercising autonomy

5. Avoidance of Conflict of Interest - During the entire work period, the individuals carrying out the study together with those facilitating must be impartial in their actions. It is important to declare and avoid any conflicts of interest that may arise during implementation including ties among researchers and subjects or managerial control over outcomes Objectivity plays a crucial role in fair data collection, analysis and reporting which upholds credibility of a study.

6. Fair Participant Selection - Participation selection must reflect fairness and inclusivity, with no group being unfairly marginalized or over-utilized. Equity in the inclusion criteria of all employees on gender, age or position basis makes sure there is no exploitation and the benefits are shared across different demographic diversity thus well defined.

7. Transparency in Reporting - With regard to this research project, data must be reported honestly without a need for fabrication or distortion of the facts. Full disclosure of both good and bad consequences is crucial when it comes to employee training programs aimed at enhancing workforce resilience. Through such openness, future courses can be recommended based on evidence from existing (current) ones whilst maintaining the credibility of findings obtained through scientific inquiry.

8. Ethical Use of Data - Data collected during studies should only be used for intended research purposes but not re-used without individual consents from respondents; moreover, harmful measures like training penalties may be avoided due to coaching outcomes. Clear ethical guidelines should cover this.

## **DATA ANALYSIS, FINDINGS AND CONCLUSIONS**

### **Results (Measures of Effectiveness)**

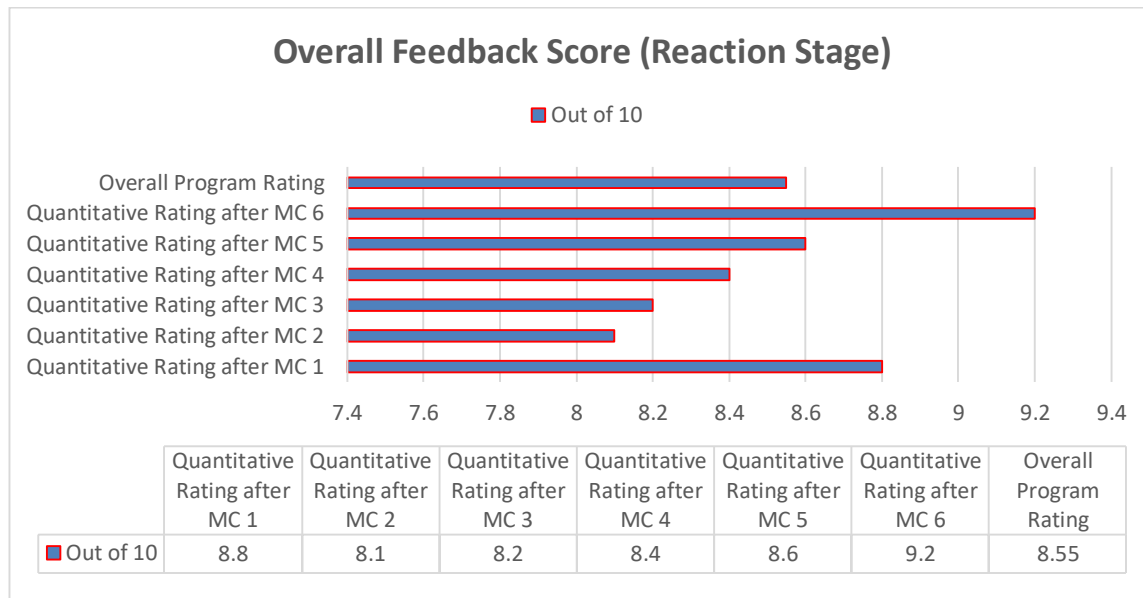
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- Psychometric Instrument: Nicholson McBride Resilience Questionnaire (NMRQ) – abbreviated version – PRE vs. POST NMRQ measure

### **Reaction**

As mentioned above in Methodology, after each Master Class (MC), Feedback of the sessions were collected. This feedback became the Stage 1 Effectiveness Measure, which as per Kirkpatrick model, is the Reaction stage. Hence after collecting overall quantitative feedback for all the six Master Classes, consolidated scores were collated.

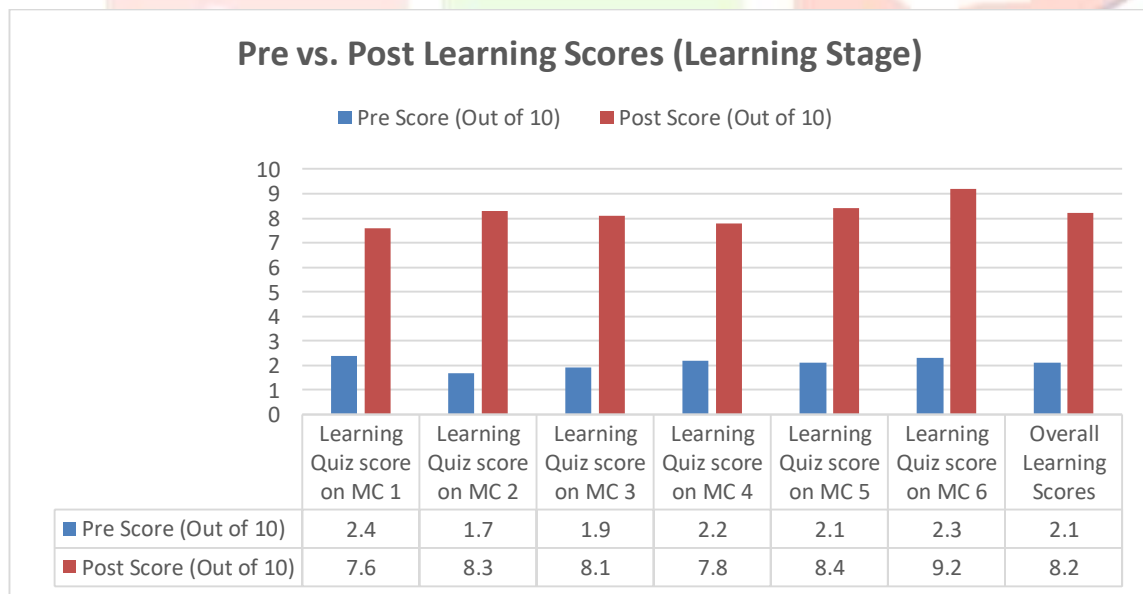
**Graph 1**



**Learning**

Similarly, during every Master Class, a measure of Learning as Pre vs. Post learning score was conducted, via Learning quizzes. A quiz was conducted for MC 1 at the start of the workshop and the same quiz was distributed again after the end of the 2 days’ workshop. This gave the measure of learning for that particular master class as Pre vs. Post questions per topics discussed and taught around Resilience.

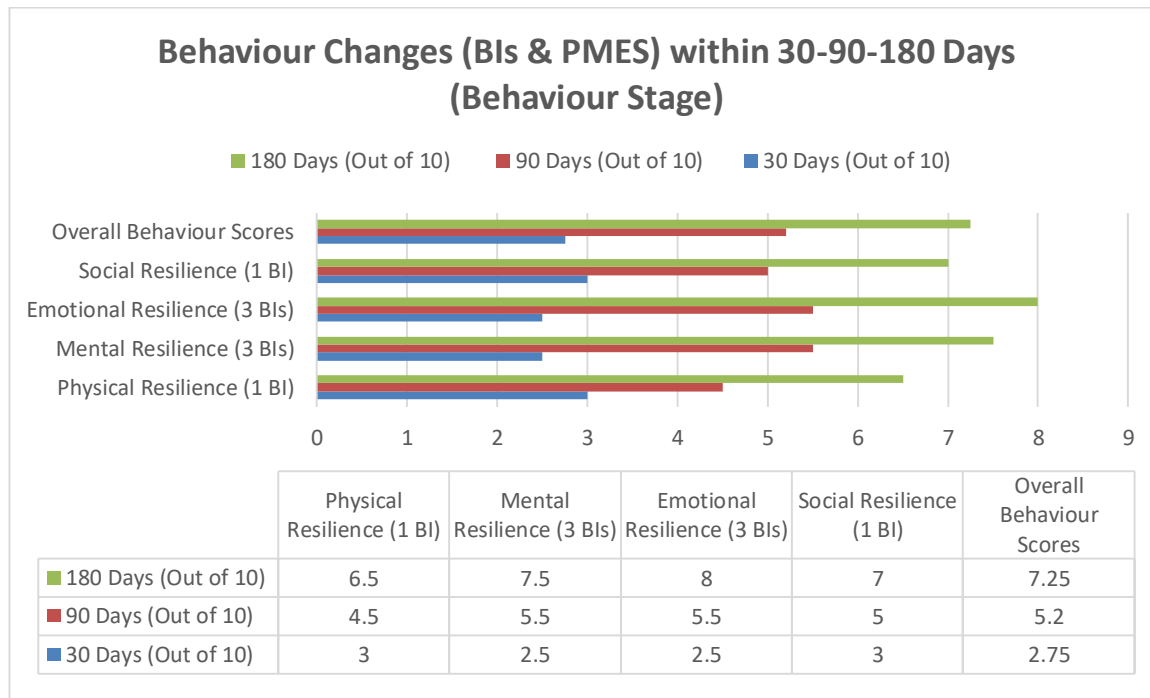
**Graph 2**



**Behaviour**

As a 30-90-180 days measure, Feedback was collected from the Managers of the 15 participants on the 8 Behavioural Indicators mentioned earlier. These 8 BIs’ were mapped these against PMES (Physical, Mental, Emotional and Social Resilience). Of the 8 indicators, 3 each were mapped to Mental & Emotional aspects, while 1 each were mapped against Physical & Social aspects. This is because Resilience largely revolves around Mental & Emotional aspects.

**Graph 3**



**NMRQ Pre vs. Post Study**

Final level of effectiveness revolves around the NMRQ scores. Nicholson McBride Resilience Questionnaire (NMRQ) scores one between 1 to 5, where 1 = strongly disagree and 5 = strongly agree against 12-line items. These scores are added and total score found out. Hence total score can range up to maximum of 60. This NMRQ was made to be undertaken on the 15 participants twice. Once at the start of the Learning Journey and again towards the end.

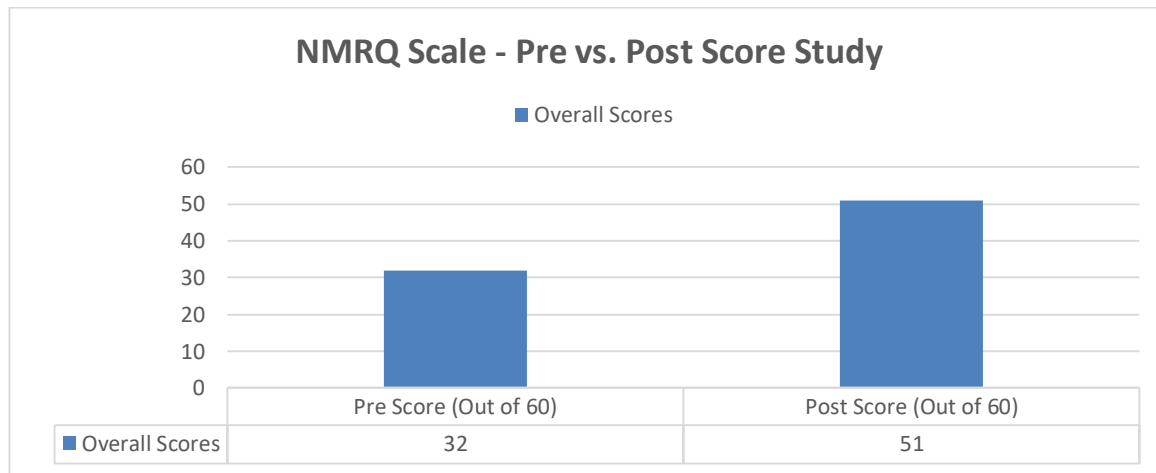
Table - Overall NMRQ Score – Pre vs. Post

Overall NMRQ Pre vs. Post Score	Pre-Score (Out of 60)	Post-Score (Out of 60)
Overall Scores	32	51

The scales are as below.

MNRQ Levels	Scale
Developing	0-37
Established	38-43
Strong	44-48
Exceptional	49-60

## Graph 4



## Discussion

The study on building resilient workforce and therefore competencies towards resilience for the identified 15 participants through training and coaching had its effectiveness measured around four levels. Namely Reaction stage, learning stage, Behavior stage and administering NMRQ scale.

Reaction stage scores showed an aggregate score for all 15 participants as 8.55 out of 10. This aggregate was for a combined 6 Master Classes. The range of Reaction scores for all 6 MCs were from 8.1 to 9.2. This brings several inferences to the forefront.

The involvement level of all 15 participants were very high. The scores meant there was highly engaged levels of participation and interaction from the participants in the master classes.

As per the Feedback template (shown in Annexure), Course Rating, Facilitator Rating and Overall Rating were all above 80%. This signifies very high overall scores.

The range of scores across all 6 MCs showed a consistency in active learning and involvement in various activities, esp. methodologies like Case Studies, Role Plays, Presentations etc.

The scores also show a pattern that the first MC had a high score of 8.8 and the next 5 MCs had scores gradually increasing from 8.1 to 8.2 to 8.4 to 8.6 to 9.2. It peaked at the end.

Learning stage scores showed an aggregate Pre-Learning of 2.1 and Post-Learning of 8.2. This brings several inferences to the forefront. While the tests taken before the delivery of the master classes consistently showed low results, purely because of lack of knowledge among the participants, the post session scores showed significant improvement in the range of 7.6 to 9.2. This signifies the amount of learning that took place and the effectiveness of Pre vs. Post itself meets the purpose.

Effectiveness of learning showcases that the competency of resilience was built comprehensively across all the master classes in step-by-step manner.

The 15 individual scores also showed several patterns and consistencies. A participant RO consistently showed a post score of 10, the maximum. This signifies demonstration of highest learning among the peers.

RO had the highest Pre score of 4.3 and Post score of 10. The scores are also consistent across all master classes. Below data proves that.

Sl.	Participants	MC 1	MC 2	MC 3	MC 4	MC 5	MC 6	Overall
-----	--------------	------	------	------	------	------	------	---------

	No													Score	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
7	RO	5	10	4	10	4	10	5	10	4	10	4	10	4.33	10.00

Similarly, AG, SP, SN showed trends of high scores, whereas PD, RR & SG consistently showed low scores.

This also signifies in a batch of 15, few participants will always learn better than the rest and few will be limited learners.

Behavior stage showed consistent improvement in individual scores and aggregate scores given by the respective managers in a period of 30 days to 90 days to 180 days. The scores showed improvement in behavior from 2.8 to 5.2 to finally 7.3. The 8 BIs mapped in PMES were conducted as per a Likert Scale of 1-5, 1 being the least and 5 being the maximum. This brings several inferences to the forefront.

Overall behavior, represented in PMES scores for all 8 behavior indicators, were marked by respective managers as slow and steady improvements in the entire duration, staggered between 30 to 90 to 180 days consistently.

All individuals were also marked consistently growing as per the resilience behaviors by their managers. Mostly majority of the participants who had improving scores during their learning stages also had consistently higher behavior scores. This clearly shows a linkage between Learning and Behavior.

This phenomenon also proves that all the learnings learnt during the master classes were being applied at work, hence reflecting superbly in the behaviors of the competency of Resilience and seen and marked too by the respective managers.

This linkage is a highlight of the effectiveness of the competency of Resilience and the success of building and transfer of knowledge and skills, therefore showcasing the demonstration of competency of

Resilience as a behavior. A gradual progression in building up of the competency of resilience over a 6 months period is also seen successfully, thus the main objective of this study stands fulfilled.

Finally, NMRQ scale on an aggregate, also showed a movement from 32 – Developing to 51 – Exceptional over a Six Months period. Pre score of NMRQ was conducted at the start of the intervention and Post score was administered at the end of the 6 months. This brings several inferences to the forefront. NMRQ scale, which is a psychometric measurement of Resilience is also in sync with the outcomes or patterns of this exercise and study, especially with Learning & Behavior.

NMRQ, which is self-administered to reflect the person's Resilience level, matches beautifully with individuals Learning abilities as well as their respective managers impressions of the ward's behaviors when measured.

Also, mostly those individuals who scored high in Learning also had a high level of Resilience shown via NMRQ. While aggregate was 51, individuals had final post scores in a range from 45 up to 58, in a maximum possible 60 limit.

Interestingly RO who had highest scores of Pre & Post Learning showed NMRQ based Resilience level of no change or status-quo. RO scored 50 in both Pre and Post scores. Probably we may infer that RO reached his / her peak much earlier than the intervention began. RO is ready w.r.t Resilience as a competency.

On an aggregate, at the end of 6 months, all identified 15 participants were at a level of "Exceptional" as a group. This signifies a great success with the aforesaid effort and study.

Thus, all the 4 stages, namely Reaction, Learning, Behavior and NMRQ scale were consistent respectively and were also in sync and talking with each other and showed similar pattern emerging.

## Conclusion

This showed the various training and coaching approaches taken for these 15 participants were successful. Learning and Capability Building on Resilience increased in all the participants over a period of or gap of 30 to 90 to 180 days.

The Learning approaches when coupled with 1-1 coaching sessions, helped the participants to iron out various mental and emotional barriers, leading them to be in a better position to implement their learnings at work and demonstrate an improved behavior. This showcases Training when coupled with effective Coaching approaches and methods, brings comprehensive changes, radically seen on the ground as was observed in this case by the respective managers.

The study to build resilient workforce was hence seemed to be successful.

## Implications

An outcome section is important because it links a research's findings with real world concept/ knowledge/ theory, practice or future research. On presentation of results and discussion of their implications, it shows the significance by explaining why these facts matter and suggesting other things that can be done with them.

One crucial implication relates to carrying forward learning and behaviour in Resilience beyond the working environment into personal life. What the phrase means is how can we apply what we have learnt or seen people demonstrate at work in our personal lives considering that the community setting is different in terms of such individuals who are our reference points staying interface daily needs 'environment' intrinsic to their lives? And on the other hand, be sure, this is not an exact replica of what took place back there – since life here tends to be more private and nuanced compared to the public; therefore; relationships have changed greatly among those who knew us then

## Limitations

The main limitation of this study is that whether the competencies developed in this training and coaching mix will endure for long periods of time? If it is continuous learning and the attendant systems that make someone act in a certain way, then people only become if they have been! So, the question still remains as to whether this competence will last for a maximum lifetime without a structural programme to uplift such a system since a mere six months intervention probably cannot do what it takes or even last forever

## Suggestions

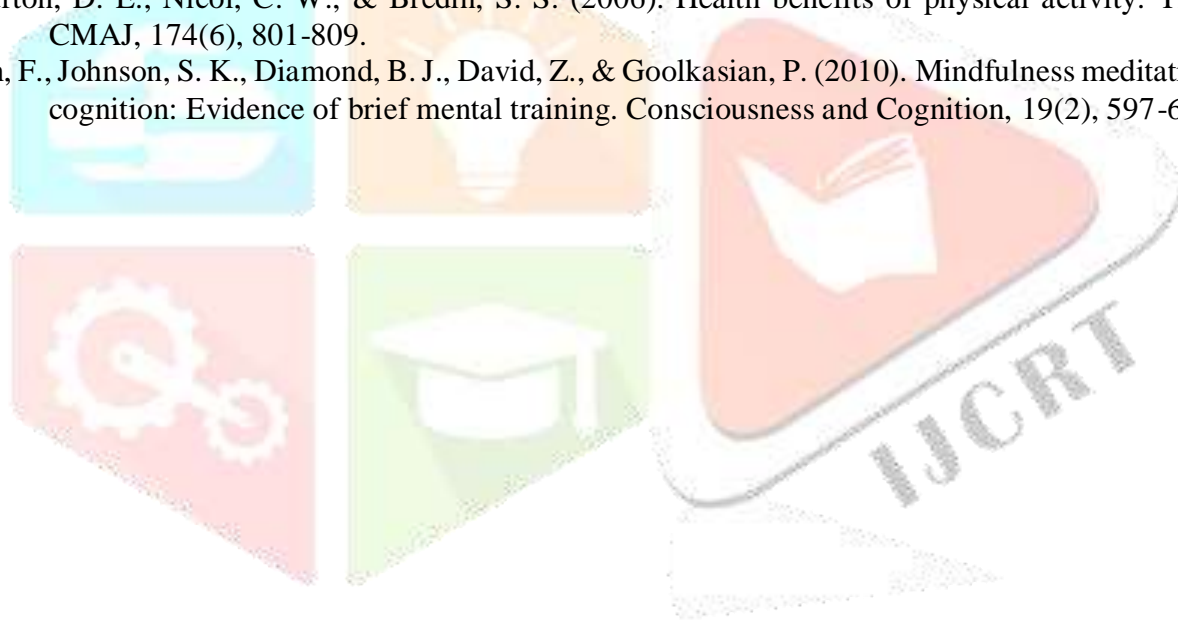
Thus, focus should be on how to make resilience competency something that is sustainable. To this end, my suggestions are:

- Learning needs to be continuously reinforced perhaps quarterly
- Best practice sharing should become the norm
- Develop success stories that can be shared widely
- Encourage sharing of knowledge gained by the participant with their colleagues both within the immediate team setting as well as outside this context
- Have Group Connects which will meet for purposes of discussing present difficulties and finding solutions
- Build on skills that lead to Habit Formation and Habit Development

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## ANNEXURES

## Feedback Form used during Master Classes (during Reaction Stage)

## Feedback

Program Name:

Facilitator:

Date:

Venue:

Course Rating	Content	Rating (Out of 10)
	Relevance of the program to you	
	Were the objective of the program clear to you ?	
	Has the program served the purpose ?	
	Usage of appropriate methodology ( like - cases, lecture, discussion etc.)	
	Quality of the Program material	
Facilitator Rating	Facilitator	
	Presentation	
	Knowledge of the subject	
	Handling Questions	
	Streamlining the discussion	
	Encouraging Participation	
	Debriefing	
Overall Rating	Overall Rating	
	I find the training program	
Program Rating		
Qualitative Comments		
A	Please mention the learning's / takeaway's from the program:	
B	How do you intend to apply the learning's to your job ?	
C	Any other comments :	

## Nicholson McBride Resilience Questionnaire (NMRQ)

Page 1

## How resilient are you?

This is an abbreviated version of the Nicholson McBride Resilience Questionnaire (NMRQ). For each question, score yourself between 1 and 5, where 1 = strongly disagree and 5 = strongly agree. Be honest: understanding the specific areas in which you lack resilience will enable you to get the most out of our 10 point booster plan.

Resilience Questionnaire	Score
1. In a difficult spot, I turn at once to what can be done to put things right.	
2. I influence where I can, rather than worrying about what I can't influence.	
3. I don't take criticism personally.	
4. I generally manage to keep things in perspective.	
5. I am calm in a crisis.	
6. I'm good at finding solutions to problems.	
7. I wouldn't describe myself as an anxious person.	
8. I don't tend to avoid conflict.	
9. I try to control events rather than being a victim of circumstances.	
10. I trust my intuition.	
11. I manage my stress levels well.	
12. I feel confident and secure in my position.	
<b>TOTAL</b>	

**Your score**

<b>0 – 37</b>	<b>38 - 43</b>	<b>44- 48</b>	<b>49 -60</b>
A <b>developing</b> level of resilience. Your score indicates that, although you may not always feel at the mercy of events, you would in fact benefit significantly from developing aspects of your behaviour.	An <b>established</b> level of resilience. Your score indicates that you may occasionally have tough days when you can't quite make things go your way, but you rarely feel ready to give up.	A <b>strong</b> level of resilience. Your above-average score indicates that you are pretty good at rolling with the punches and you have an impressive track record of turning setbacks into opportunities.	An <b>exceptional</b> level of resilience. Your score indicates that you are very resilient most of the time and rarely fail to bounce back – whatever life throws at you. You believe in making your own luck.

