



EXAMPLE: RESILIENCE

## 1 PROPOSED TECHNICAL/THEORETICAL FRAMEWORKS

Resilience:  
the perseverance  
to deal with  
resistance.

Resilience is defined as the ability to bounce back from adversity, frustration, and misfortune and is essential for the effective leader. Literature demonstrates that there is a direct relationship between the stress of a leader's job and their ability to maintain resilience in the face of prolonged contact with adversity. (Ledesma, 2014)

## 2 KEY GENERAL COMPONENTS: KNOWLEDGE, ATTITUDES, SKILLS, VALUES, ETC.

Resilience: the capacity to recover quickly from difficulties; toughness (Oxford Dictionary, n.d.)

Five factors that promote resilience:

- 1) Connection (social support)
- 2) Communication
- 3) Confidence (self-esteem)
- 4) Competence and commitment (realistic planning)
- 5) Control (emotional regulation, coping skills)

Additional factors:

Self care  
Active problem solving  
Positive outlook  
Meaning and purpose

(Block, n.d. ; Hurley, K. 2020 ; Payne, B. 2019)

## 3 POSSIBLE KEY FACTORS/VARIABLES IN ONLINE TUTORING ENVIRONMENTS RELATED TO THE SKILL OF THE DIGITAL TUTOR IN VOCATIONAL TRAINING

- 1) Digital Tutors must be able to make a connection with students (and others; teachers, parents) in an online environment
- 2) Digital Tutors must be able to communicate effectively in an online environment with the use of digital tools to share, explain, explore, and understand.
- 3) Digital Tutors need to exert confidence when online, demonstrating abilities and believing in their ability to influence how things turn out.
- 4) Digital Tutors should be committed to reaching goals and have realistic planning based on their own and their students' abilities
- 5) Digital Tutors need to maintain control and develop coping skills for their online classroom while also regulating their emotions.

ICONS





RESILIENCE

1

**PROPOSED  
TECHNICAL/THEORETICAL  
FRAMEWORKS**

General Skill

**1. CONNECTION**

- Good relationships with friends and family
- Involvement in community, cultural, school, charitable or faith-based groups
- Internalising a sense of connectedness

**2. COMMUNICATION**

- Ability to share, explain, explore and understand
- Ability to reframe what has happened
- Development of insight and good judgement

**3. CONFIDENCE**

- Positive yet realistic view of yourself
- Accurate sense of your abilities
- Recognition of what you have learned after a problem is resolved
- Ability to visualise your goals and what you want
- Believing you can influence how things turn out

**4. COMPETENCE AND  
COMMITMENT**

- Ability to look at the big picture
- Ability to problem-solve
- Following through, not giving up
- Working toward your goals every day

**5. CONTROL**

- Managing strong feelings so they enhance relationships and productivity
- Developing coping skills, not just quick fixes
- Keeping things in perspective
- Understanding the role that your thoughts play in how you feel

5

**FACTORS  
THAT  
PROMOTE  
RESILIENCE**

By DR. ALISON BLOCK

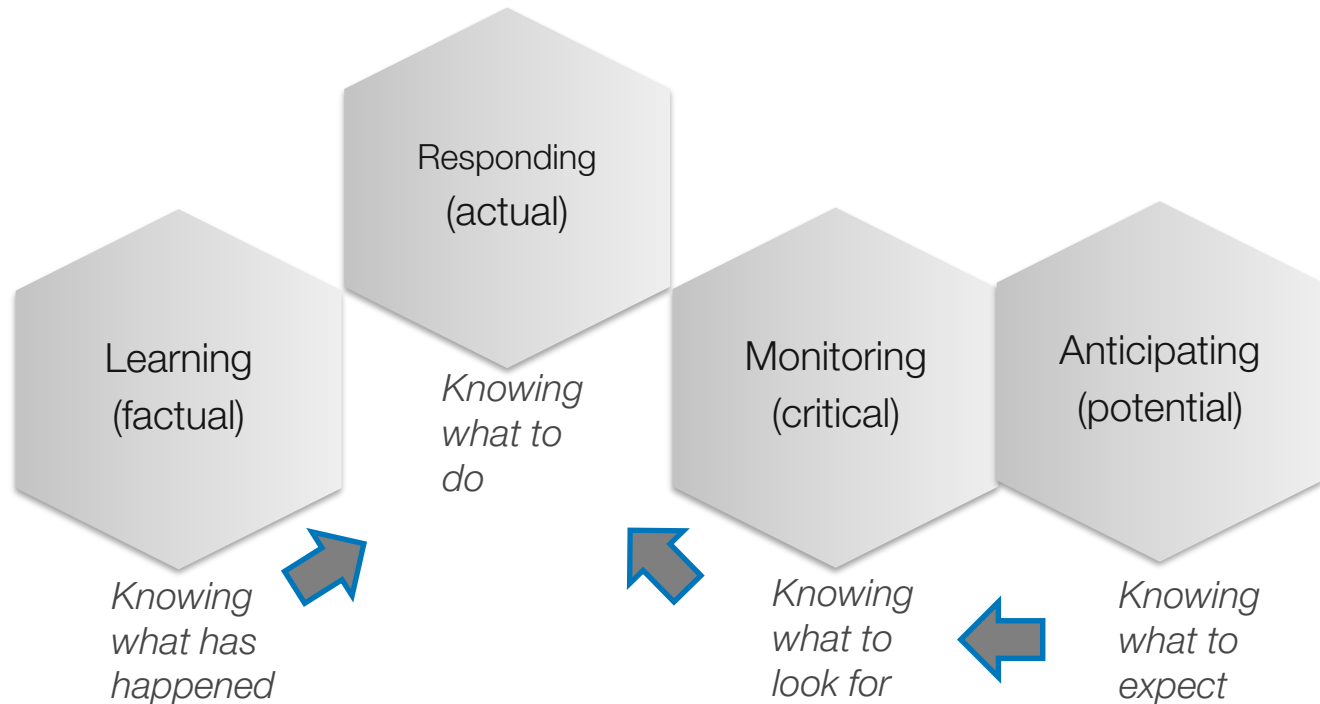
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RESILIENCE

1

PROPOSED TECHNICAL/THEORETICAL FRAMEWORKS



Hollnagel, 2009

Figure 1: The four cornerstones of resilience



RESILIENCE

1

 PROPOSED  
TECHNICAL/THEORETICAL  
FRAMEWORKS

General Skill

B

Building resilience

- Building resilience: What is resilience and why is it important for teachers?

R

Relationships

- Relationships: Building and maintaining relationships

I

Wellbeing

- Wellbeing: Self-care, motivation and managing work life balance

T

Taking initiative

- Taking initiative: Building a resilient classroom, reflection and ongoing learning

E

Emotions

- Emotions: Emotional awareness, management and optimism

BRiTE, Building Resilience in Teacher Education, (n.d.)



RESILIENCE

General Skill

2

**KEY GENERAL COMPONENTS:  
KNOWLEDGE, ATTITUDES, SKILLS,  
VALUES, ETC.**

3

**POSSIBLE KEY FACTORS/VARIABLES IN  
ONLINE TUTORING ENVIRONMENTS  
RELATED TO THE SKILL OF THE DIGITAL  
TUTOR IN VOCATIONAL TRAINING**

Resilience: the capacity to recover quickly from difficulties; toughness

Five factors that promote resilience:

- 1) Connection (social support)
- 2) Communication
- 3) Confidence (self-esteem)
- 4) Competence and commitment (realistic planning)
- 5) Control (emotional regulation, coping skills)

Additional factors:

Self care  
Active problem solving  
Positive outlook  
Meaning and purpose

(Block, n.d. ; Hurley, K. 2020 ; Payne, B. 2019)

- 1) Digital Tutors must be able to make a connection to their students, other teachers/school management, and the student's parents while online. Along with this they also should have a good support system (inside and outside their work environment) of friends, family, and the community to gain a sense of connectedness and build their resilience.
  - 2) Digital Tutors need to utilize online tools to aid in effective communication and should be able to reframe what they are communicating in different ways. They should be able to share, explain, explore, and understand in effective ways in their online classroom.
  - 3) Digital Tutors should have confidence in their online interactions. They should be able to demonstrate their abilities. They can also reflect on what they have learned, and engage in activities that enhance their skills, thus improving their resilience.
  - 4) Digital Tutors should be able to look at the big picture and can work towards goals. They follow through by having realistic planning and using problem-solving skills, and they don't give up.
  - 5) Digital Tutors, keep things in perspective and understand how their thoughts affect how they feel. They can maintain control of their emotions and have skills to cope with their emotions.
- 1) Additional Factors: To be resilient, you must take care of yourself and practice healthy habits. Try to maintain a positive outlook and consciously focus on what is going well. Having a sense of meaning and purpose in life directly relates to ones resilience.

## Sources:

BRiTE (n.d.). Building Resilience in Teacher Education. Retrieved on 16 November 2021 from: <https://www.brite.edu.au/>

Block, A. (n.d.) 5 Factors that Promote Resilience. Retrieved on 16 November 2021 from: <https://dralisonblock.com/5-factors-that-promote-resilience/>

Hollnagel, E. (2009). RAG - Resilience Analysis Grid. Retrieved on 16 November 2021 from: [https://erikhollnagel.com/onewebmedia/RAG\\_introduction.pdf](https://erikhollnagel.com/onewebmedia/RAG_introduction.pdf)

Ledesma, J. (2014). Conceptual Frameworks and Research Models on Resilience in Leadership. *SAGE Open*. <https://doi.org/10.1177/2158244014545464>

Resilience. Oxford Dictionary (n.d.). [google search]

## Additional Resource / Exercises :

3 Resilience Exercises for helping professionals  
<https://cdn.ymaws.com/www.fadaa.org/resource/resmgr/3-resilience-exercises-pack.pdf>

23 Resilience Building Tools and Exercises (+ Mental Toughness Test)  
<https://positivepsychology.com/resilience-activities-exercises/>

A neuroscientist shares the 6 exercises she does every day to build resilience and mental strength  
<https://www.cNBC.com/2021/08/31/do-these-exercises-every-day-to-build-resilience-and-mental-strength-says-neuroscientist.html>