

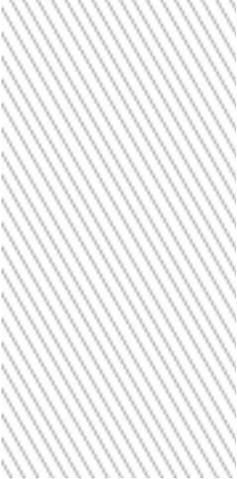
# **Resilience Design:** **On the Plus Side of Zero**

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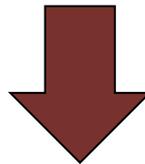


**Where are we now?**  
**An admittedly incomplete view**

# Experience-Based Resilience Thinking

- Direct and vicarious experiences—extremely premature twins; job loss research; children with disabilities; career resilience; readings on grief, coping, repression, change models...
- Aim of the 2009 ICA Presidential Address: to capture processes of resilience, that is, how we bring our own distinctive disciplinary contributions to bear on understanding and designing resilience processes:

*“the process of reintegrating from  
disruptions in life”*



*“human resilience is constituted in and through communicative processes that enhance people’s  
abilities to create new normalcies”*

(Buzzanell, 2009, 2010)

# Resilience Processes

What are the processes whereby individuals and collectivities  
move past  
disruptive events  
and create new normalcies,  
meaningful connections,  
and transformative possibilities?

# Resilience Processes

TRIGGER / Problem that activates messy Design Processes

→ Processes and Practices that Communicatively Constitute Resilience:

**crafting normalcy**

**foregrounding productive action,  
while backgrounding negative feelings**

**affirming identity anchors**

**maintaining and using communication networks**

**putting alternative logics to work**

→ Prototypes Differ Based on Context and Users

→ Temporary, perhaps Sustainable Solutions that are Revisited Periodically

# Resilience Processes

Since 2009 ... A quick glance by contexts ...

## Family and/or Health Communication

- **Milspouses** (archetypal identity struggles, part of the job; Villagran, Canzona, & Ledford, 2013)
- **Dual-layered model** (families in hard times and proactive stance; Lucas & Buzzanell, 2012)
- **Disabilities** (Canary, 2008)
- **Dialectic Resilience Processes in Family Crises** (Buzzanell & Turner, 2012)

**Network Structures After Disaster** (Chewning, Lai, & Doerfel, 2013; & Aspen scholars, 2015)

**Crisis Resilience** (Aspen scholars, 2015)

**Career Resilience** (*Moving on*, Marshall, 1995, 2011)

**Work/Occupational Resilience** (enduring values and identity anchors in *sisu*, Lucas, 2002)

**Lifespan perspective, Hope, and Work-Family Communication** (Beck & Socha, 2015)

**Personal Relationships** (Theory of Resilience and Relational Load, Afifi et al., ICA 2015)

**Destructive Organizational Communication** (Buzzanell, Shenoy, Lucas, & Remke, 2009)

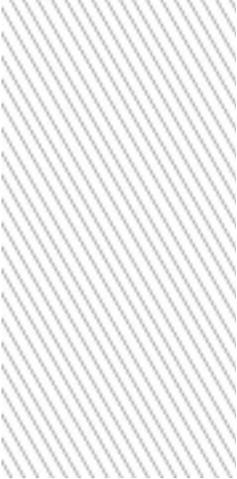
**Ecological Systems/Structures & Processes** (*working the tides*, McGreavy, 2015)

**Community Resilience--social, spatial, temporal / neoliberalism** (*American Behavioral Scientist*, 2015)

**Immigrants Negotiating Career Systems** (Professional Anchors and *Guanxi* Dis-Identification, Wu, 2013)

**Tensions in Earthquake Survivors Stories in PRC** (Xu, 2013)

**Global Fusion 2015** (TAMU, 2015)



**Where do we go from here?**  
**Possibilities 4 Engaged Scholarship**

# Possibilities 4 Engaged Scholarship

## 1. Resilience Labor

- Disaster Relief Volunteers
- We understand resilience as an individual process that is intersubjectively constructed through co-crafting productive narratives, identities, and networks that enable reintegration and/or transformation after change.
- dual-layered process of reintegrating transformative identities and identifications by building networks to sustain and construct ongoing organizational involvement and resilience
  - (a) familial network ties describing relationships among members, their own family, and the community,
  - (b) ideological network ties describing the ethos of humanitarian, secular, and egalitarian principles; and
  - (c) destruction-renewal network ties describing reflection on the cyclical, intense, yet temporary nature of disaster-relief work

# Possibilities 4 Engaged Scholarship

## 1. Resilience Labor (continued)

### Familial Networks Identity/Identifications Frame

- Dual-Layer Process: Creating resilience for self and others (Lucas & Buzzanell, 2012):

Jill's husband would wait until she got home, even at 2:30 a.m.:

“He was still up. So it's just you know it's seeing the family pulling together but not just for me, but for those I serve.”

“And then you show up and...you give them a purpose...and then all over suddenly the shaking stops and they are calmer...That's big for me.”

- “I've taken people that have been in an accident...they'd do the same thing for me so we all just, we're here for each other. So it's more than just friends. It's friends, family, we have a connection with each other” (Judy)

# Possibilities 4 Engaged Scholarship

## 1. Resilience Labor (continued)

### Ideological Networks Identity/Identifications Frame

- “[The Helping Hand] facilitate(s) the ability to get into national disaster and even international disaster relief work” (all Evan’s quotes).
- “Discovering the true value of money and the true value of love.”
- “...and when I got back I started getting some serious feelings of compunction, guilt, and the anxiety for guilt. Just having to do with meeting the imbalance of equality in the world and I’m a pretty lucky person”
- “I mean I spent thousands to do that. It wiped out my life savings, not that I had all that much but it wiped out my savings. It took me until almost December to get back on my feet [financially]”
- “I have a really difficult time dealing with other people who don’t seem to realize how lucky they are. I keep it in perspective because before I volunteer(ed) in Haiti I was the same way.”

# Possibilities 4 Engaged Scholarship

## 1. Resilience Labor (continued)

### Destruction/Renewal Networks Identity/Identifications Frame

- Material, Spiritual, and Relational Devastation-Renewal cycles with others and for self; Apocalyptic Imagery
- “mind-blowing” (Sue),
- “pulling together often in very difficult circumstances” (Ryan)
- “help[ing] people who were in dire need that were...really temporary situations” (Joan)
- “I kind of obsess about big events like this; 911, Katrina, Tsunami” (Bill)
- “It's purely an adrenaline kind of thing... you come into work and the next thing you know there's a disaster and you're leaving the office” (Matt)
- “empowering others to help themselves” (Paul)
- “It actually fulfills an emptiness. We go through life a lot, just not knowing why we are feeling empty” (Jill)

# Possibilities 4 Engaged Scholarship

## 1. Resilience Labor (continued)

Theoretical Take Away:

“... key factor in volunteers’ resilience labor to be *strong linkages with familial, ideological, and destruction-renewal network identification ties* that draw their transformative potential from individuals’ intense connectedness with external and internal vulnerabilities. Perhaps the key to *sustained resilience labor is the dual (self-and other-directed) work and identification networks constructed for the present and available in the future.*”

Practical Lessons:

1. network frames can be employed by disaster-relief managers and agencies to sustain worker involvement and resilience to create resilience labor.
2. cultivating and supporting disaster-relief worker identity as family whereby members look out for each other and for the disaster-torn communities
3. non-profit managers should integrate the ideological values driving the disaster-relief mission into community work and their own lives to create resilience labor
4. non-profit managers should be mindful of members’ emotional labor in providing support to others and foster resilience labor by aligning disaster-relief work with spiritual narratives.

# Possibilities 4 Engaged Scholarship

## 2. Cultivation of Resilience

Let's go with one idea first ... perhaps Framing (see Fairhurst's work)

- Creating and Activating Mental Maps (e.g., *Prevention From The Inside Out* approach for individual and community transformation, Pransky, 2003)

Process of Health Realization to Prevention:

- Living the feeling/living the understanding (agency, connection with others)
  - Creating the feeling/creating the best climate
  - Deep listening (hearing what people need, empathy)
  - Conveying or drawing out the understanding (teaching)
  - Insight: A shift in perspective
  - The ripple effect
- Cultivating: Developing and Sharing Language, Stories, Cultural and Philosophical Expressions (*sisu, chengyu*) with Network Connections / Intergenerational Transmission—philosophy and strategy for deliberate facilitation of cognitive and social development, Lareau, 2003; Lucas, 2011; Buzzanell, Berkelaar, & Kisselburgh, 2011)
  - Activating Spontaneously

# Possibilities 4 Engaged Scholarship

## 3. Cultivation of Resilience

Let's go with a second idea ... perhaps *cultivating embodied resilience*

- Creating and Activating Aesthetic/Sensory Enactments of Resilience (perhaps like *memories with momentum*, work being done by Ian Sutherland and Jonathan Gosling)
- Recognizing the Importance of Emotions (fear and/or anger over injustice, over loss and betrayal, etc. for change, see transformational models such as by Jaggar and job loss materials)

The young man had been hospitalized for nearly two years, recovering from injuries sustained in the *Iraq War*. He had lost a leg, suffered a *traumatic brain injury*, and severely injured the right side of his body. He wanted to learn new ways to heal his injuries, the obvious ones and the invisible ones. He learned about wellness skills and the importance of *paying attention to sensations*. He learned *simple tracking, resourcing, and grounding skills*. As he practiced, he slowly began tracking sensations connected to his well-being. As he paid attention, his hands came together with his fingertips, gently touching one another. When he was invited to bring awareness to this movement, he suddenly stopped, and with a startled expression, said, "I feel whole again. For the first time since Iraq, I feel whole again!" (Miller-Karas, *Building Resilience to Trauma*, 2015)

# Possibilities 4 Engaged Scholarship

## 3. Cultivation of Resilience

Let's throw in a third idea ... development of *resilience expertise* ...

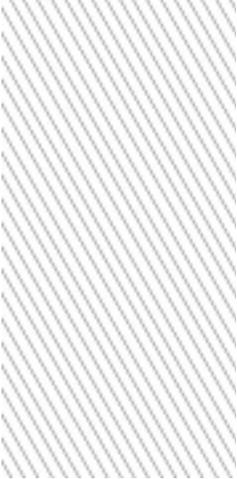
- how people gain and solidify expertise in resilience labor over iterative practices,
- volunteering for certain tasks to become and feel acknowledged as expert,
- learning new things to expand expertise and retain commitments to disaster-relief and other work,
- engaging in disaster and other resilience work that encourages multiple frames and embracing ambiguity and contradiction . . . (building off of Treem, 2012; Treem & Leonardi, in press)

Maybe this aligns with alternative logics ...

# Possibilities 4 Engaged Scholarship

## 4. Virtual Distance and Resilience

- Virtual Distance: Physical (physical and virtual), Operational (communication flow and context), Affinity (relationships and meaningful attachments) Distance (Karen Sobel-Lojeski, 2006, 2007, 2008, 2009, 2011, 2012, forthcoming)
- Documented Unintended Consequences of Virtual Distance (see Sobel-Lojeski's Toolkit):
  - Trust declines by over 80%
  - Organizational Citizenship Behaviors go down by over 80%
  - Role and Goal Clarity declines by 75%
  - Project Success drops by over 50%
  - Organizational Commitment and Satisfaction decline by more than 50%"
- Regarding resilience, Virtual Distance indicators suggest *that resources needed to constitute resilience* may be lacking (i.e., resilience processes: identity anchors, abilities and practice in foregrounding/backgrounding, development of networks, reintegrating and transforming new normalcies, perhaps alternative logics)



# **Resilience Design:** **4 On the Plus Side of** **Zero**

# Possibilities 4 Engaged Scholarship

## Extending 4 Processes

### Resilience Labor

**Cultivation of Resilience**, possibilities aligned with framing

**Cultivation of Resilience**, possibilities aligned with embodied resilience and resilience expertise

### Virtual Distance and Resilience

**Extending 4 processes into engaged scholarship practice:**

**Research-to-Practice in Design Thinking**

# On the Plus Side of Zero

## I. Resilience Design Thinking: Research to Practice

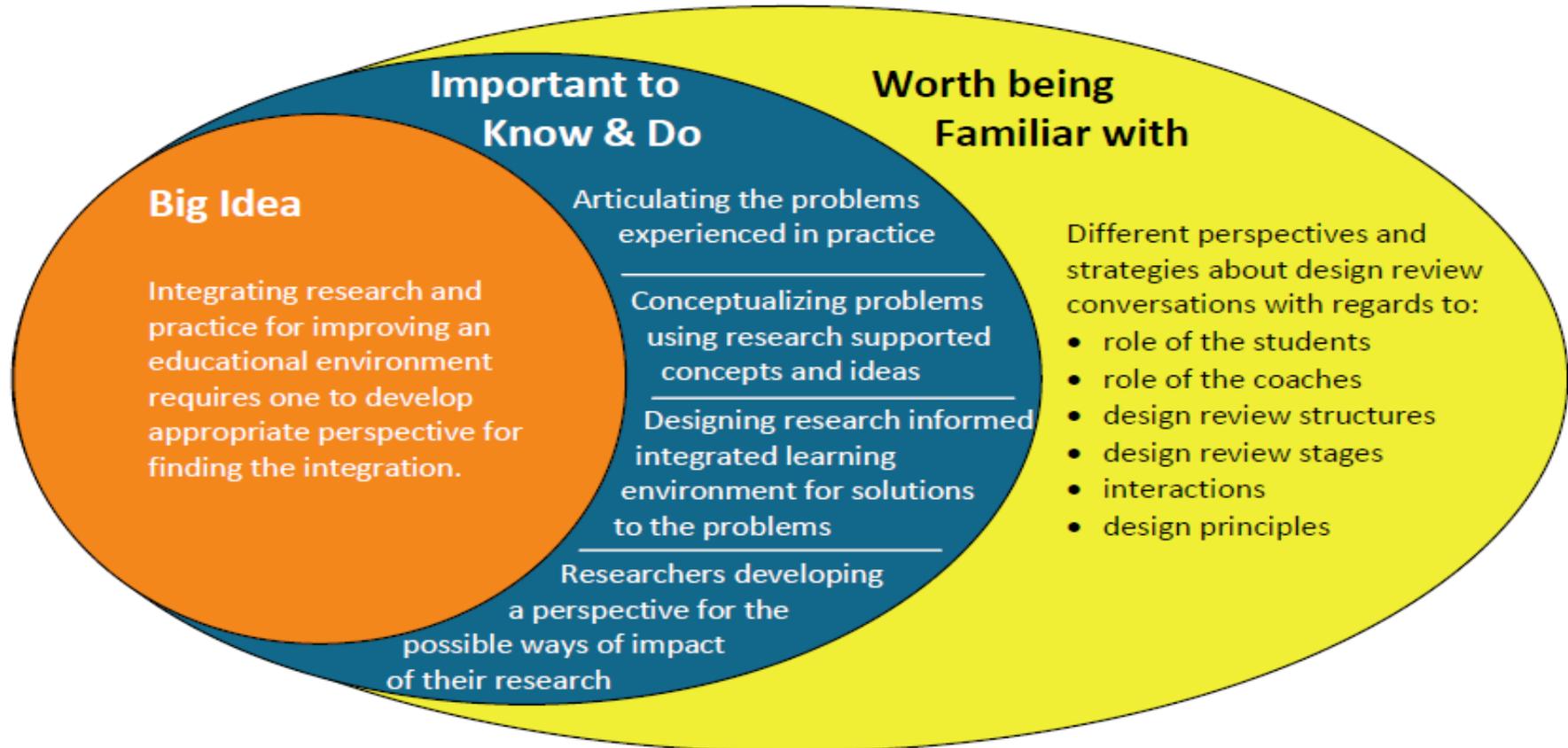
### Part 1: Reflection, Experience-Based and Research-Based Resilience

- Critically assess assumptions for interpreting observations
- Collaborative discourse
- Social iterative process
- Construction of shared meaning

# On the Plus Side of Zero

## I. Resilience Design Thinking: Research to Practice

Part 2: Propositional (example from engineering education, DTRS 2014)



# On the Plus Side of Zero

## I. Resilience Design Thinking: Research to Practice

### Part 3: Prioritizing Goals & Developing Action Plans

Reflecting: How & Where Resilience is Constituted Communicatively?

Integrating

Contextualizing

Engaging with Users (cultural humility, see Groll, 2013)

Prototyping

Revisiting Design Phases

Design Reviews Integrating Diverse Expertise &  
Design Critiques (assess & inform design  
and socialize into professions, respectively)

Design Reviews for Large Data Sets,  
Teams that Transition, and  
Multiyear Projects (recognizing the  
need to develop resilience capacities  
in real project teams)

Solutions, Revising, Sustainability



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