## Building Resilience in a Research Environment: Instructor Guide

### Workshop learning objectives

After completing this workshop, students should be able to…

* Describe the importance of resilience skills for achieving research goals, including resilience skills students already use.
* Use the technique of assertiveness to think ahead and develop unexpected and creative solutions to problems.
* Practice assertiveness using role play in at least two situations, and provide feedback for peers.
* Reflect on personal strengths and challenges in self advocacy, and a support system for continued growth and success.
* Identify growth areas related to resilience and a plan for self-directed learning and practice in these areas.

### Preparing for the workshop [approximately 2 hours prep time]

* Reserve a space for the workshop and advertise to students. The workshop as outlined below can be completed in 1 hour but can be adjusted by facilitators as needed.
	+ Students do not need to complete any pre-work for this workshop
	+ Students should bring their laptop, **OR** the facilitator should print paper copies of the student slide deck and/or the student handout.
* Designate a workshop facilitator. The facilitator will use this instructor guide, supplemental materials, and the provided slide deck to guide students through the workshop activities and encourage discussion.
* The facilitator should review the following documents in advance of the workshop
	+ The KEEN Framework: A Guide for Entrepreneurial Mindset (if the facilitator is not already familiar with this framework)
	+ Instructor Slides, including notes section and watch the video
	+ Optional additional watching and reading:
		- *NIH Office of Intramural Training and Education:* <https://www.training.nih.gov/events/view/_2/6555/>
		- Nezafati, M., Reizman, I., Marincel Payne, M., Liu, L. (2023, June), Development of entrepreneurial mindset-driven training materials for undergraduate researchers Paper presented at 2023 ASEE Annual Conference & Exposition, Baltimore , Maryland. <https://peer.asee.org/43158>
* Upload the student slide deck and student resources document to a location that will be accessible to students (Google drive, LMS, etc.), or print hard copies to share with students.

### Workshop structure

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| **Activity** | **Approximate recommended time** |
| Introduction and welcome statement | 5 min |
| Play assertiveness video | 5 min |
| Debrief from video | 5 min |
| Scenario 1: Assertiveness with a Colleague | 10 min |
| Scenario 2: Assertiveness with a Superisor | 10 min |
| Introduce and play persistence video | 10 min |
| Debrief from video | 5 min |
| Discussion and “Charge” | 10 min |
| Total | 60 min |

### Day of the workshop [approximately 1 hour]

As students enter the classroom, ask them to download the student slide deck and/or handout sheet (or hand out these documents if they are in hard copy).

The workshop is guided by the facilitator using the Instructor Slide Deck. **Suggested questions and organizational notes for the facilitator are in the notes section of each slide.**

* Slide 2: How do we connect resilience to success? [5 minutes]
	+ Start the workshop with suggested questions in Slide 2 notes section. Students can take note on slide 2 in their slide deck, or on the handout.
	+ For larger groups, the facilitator may want to use a tool such as a [Jamboard](https://jamboard.google.com/u/0/) or [Poll Everywhere](https://www.polleverywhere.com/) or [Mentimeter](https://www.mentimeter.com/features/word-cloud) to aggregate student answers about behaviors that allowed students to persevere in the past.
* Watch the introductory video [5 minutes]
	+ After the video, the remainder of the workshop is guided by the facilitator using the Instructor Slide Deck.
* Slide 3: Knowing our tendencies allows us to leverage and build up our resilience behaviors. [10 minutes]
	+ Making it personal: students answer questions related to what is difficult about being assertive and what makes it less difficult. Students can take note on slide 3 in their slide deck, or on the handout.
	+ This is also the set up slide for the role play activity.
* Slides 4-5: Role Play using two different scenarios [20 minutes]
	+ Students will partner up and role play (switching roles) actually saying the words to respond to the scenarios.
	+ Students will use slides 4 and 5 in their slide deck or their handout to list the clear ask they will practice in response to the scenarios, using assertive language. After this workshop, they are able to save these slides and continue building on them for subsequent workshops. At the end of all workshops, they have a slide deck portfolio, illustrating some ways to integrate entrepreneurial mindset into their research experience.
	+ The instructor should move around the classroom to hear discussions and help struggling students.
	+ If some students are finishing earlier than expected, they can be encouraged to practice using different words/responses, or make it more personal, by practicing words to a specific personal conversation they need to have or could imagine needing to have.
* Slide 6-7: Explore another superpower: Persistence [12 minutes]
	+ Set up the next video: prior to the TED Talk video, students answer questions related to when they’ve practiced persistence over time. Students can take notes on slide 6 in their slide deck, or in the handout.
	+ After the video, make it personal: students list ways they’ve been resourceful over the past week. Students can discuss these lists with peers depending on the energy of the workshop at this point; likely students just make a list on their own, and then move to the next step to map these persistence behaviors to a problem they’re working through.
* Slide 8: Discussion—Your resilience charge [8 minutes]
	+ Students will use the last slide in their slide deck or the table on the handout to write out ideas related to actions they want to practice to build up their resilience repertoire.
	+ Students should be encouraged to discuss ideas and share their plans for additional accountability.

### Alternative formats

The workshop materials are designed to be easily adapted for virtual format, for reaching remote research students, or for delivering the contents to students across multiple universities at once. For that case, the facilitator preparation will include sending meeting links for the remote workshop and setting up breakout rooms for the role play and final discussion sessions.