



BECOMING **AGILE**

A Guide to Building
Adaptive Resilience

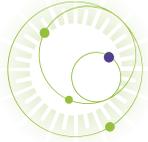




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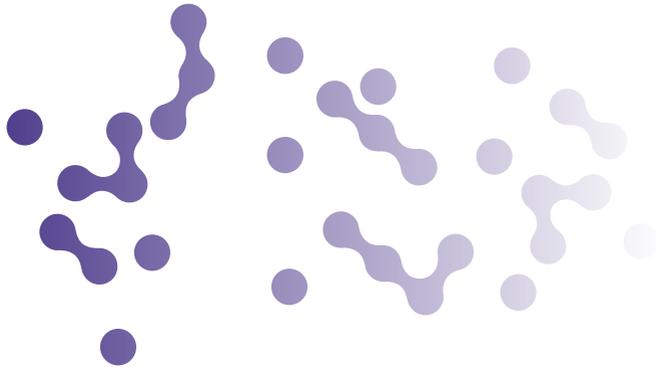
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DISRUPTIVE CHANGE

We live in an increasingly disruptive world. Events such as extreme weather, natural disasters, financial crises, terrorist and cyber-attacks almost tripled between 1980 and 2014. These disruptions are costly. In the last decade, economic losses from these events amounted to around US\$250 billion.



Right now, your company has 21st century internet enabled business processes, mid 20th century management processes all built atop 19th century management principles.

GARY HAMEL, AMERICAN MANAGEMENT EXPERT

The speed of technological change is itself becoming a major disruptive force. Advances such as cloud computing, connectivity, the internet-of-things, and 3D printing, all challenge existing business models and threaten the survival of organisations. The McKinsey group, one of the key global consulting agencies, report that, compared with the Industrial Revolution, change is now happening ten times faster, with roughly 3000 times the impact.¹

How can organisations not only survive, but actually stay ahead in this fast-paced world? Existing management practices and tools are no longer adequate for these complex challenges.

The conventional approach to managing risks has focused on advance preparation, identifying and mitigating risk. However, risk management, business continuity planning (BCP) and emergency management procedures, on their own, are proving insufficient for the scale and speed of disruption.

It's not possible to fully plan and prepare for everything. More recently, researchers have shifted the attention to *resilience*, which involves specific capabilities that equip organisations to survive and thrive in unpredictable environments.

The resilience approach centres on developing those attributes that make organisations flexible and agile, so they can deal with unanticipated events. *Adaptive resilience* involves the capabilities needed *during* a crisis, allowing an organisation to adapt to a situation that is outside its experience.

Our first booklet, *Building Adaptive Resilience*, outlined that type of resilience and the capabilities needed. This booklet sets out some practical first steps for developing adaptive resilience in your organisation. 

OUR RESEARCH

Our large-scale research project investigated the experiences of organisations following the 2010–2011 Christchurch earthquakes. We wanted to learn what helped organisations to cope with such severe disruptions. More than 200 senior managers and staff took part in in-depth interviews and focus groups; we also surveyed a large number of people throughout the organisations.

We looked at the factors that create this adaptive resilience, the dynamic ability to respond. We approached this on two levels. The first was *organisational resilience*, identifying the factors that made the whole organisation more agile, co-ordinated, and able to learn and adapt. This is more than the sum of individuals' personal resilience; it is the extent to which overall organisation can respond, adapt, and keep on improving.

We also looked at the level of individual employees, identifying the factors that enable employees to cope and adapt. While an individual's resilience depends partly on their personal traits, the work environment is also a major influence. The organisation's culture, work practices and leadership styles together determine *employee*

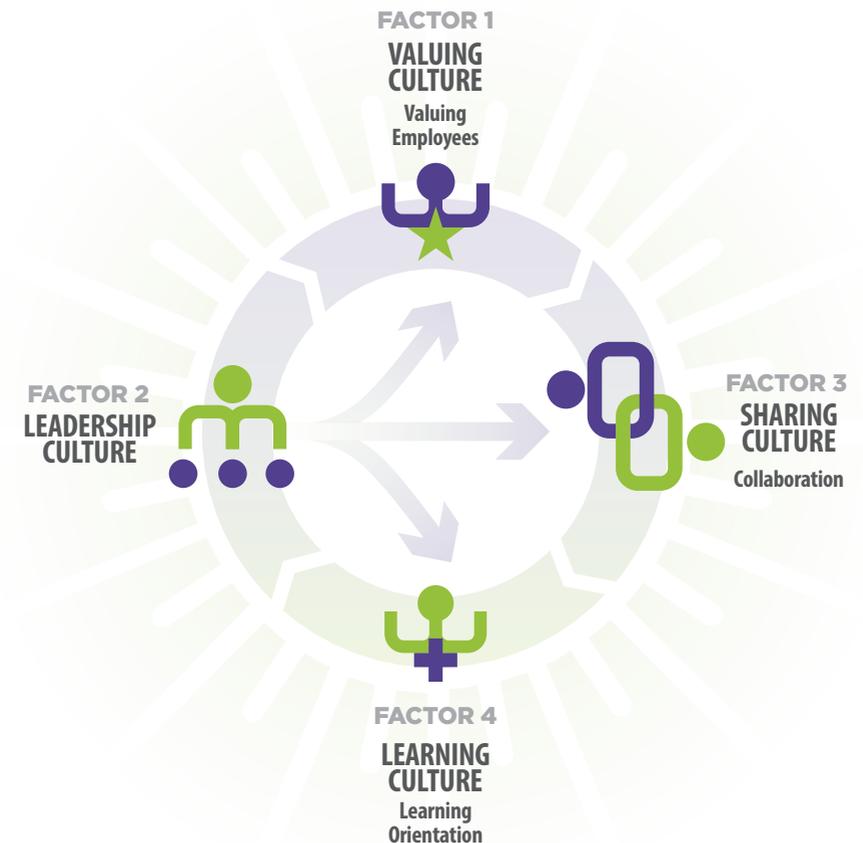
resilience. When an environment is supportive, collaborative, and encourages learning, then people can engage in resilience-related behaviours. These include learning from experience, adapting, collaborating, networking, accessing resources, as well as developing human and social capital.

These two domains, employee and organisational resilience, are inter-related. The two sets of research findings corroborate one another. Together they provide the strong evidence-base for this overall model of adaptive resilience. 

BUILDING ADAPTIVE RESILIENCE

We identified four critical factors that influence organisations' adaptive resilience:

- the extent to which the organisation **values** its **employees**
- the type of **leadership**, at senior and middle levels
- the extent of **collaboration** through internal and external networks
- the extent to which **learning** occurs in the organisation.



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BUILDING ADAPTIVE RESILIENCE *continued*

Building adaptive resilience is a long-term process. It requires forming a culture based around these factors, where employees are valued, and collaboration and learning are fostered. The competencies needed for this have to be developed over time. Leaders have to develop those competencies in their own lives and throughout the organisation, and they have to intentionally shape this type of culture.

There are stages in this process. The first stage is to create a culture that genuinely values employees. This can then move on to creating a culture of collaboration, and the final challenge is creating a strong culture of learning.

The major barrier to this is usually the prevailing mind-set of managers. This mind-set is often the opposite of what is really needed. It focuses on short-term results rather than long-term

effectiveness; it treats employees as costs rather than resources; it emphasises only technical and rational skills rather than emotional intelligence; it stresses authority and control rather than networking and collaboration, and it confuses management with leadership. Changing this prevailing mind-set is a major task in building adaptive resilience.

Most organisations do not fail because of new competition, changes in government policy, or reduced resources. They fail because they do not adapt to changing circumstances. They do not anticipate change. They fail to invest in the competencies and capabilities needed for adapting to change.

Shifting these old mind-sets is essential if we are to move towards a more resilient way of working. 

Changing this prevailing mind-set is a major task in building adaptive resilience...

HOW TO BEGIN

The process of building adaptive resilience needs the support of the organisation's leaders, and a willingness to make genuine changes. It is an ongoing process that will take time, and is done gradually. The sequence starts with clarifying how resilient your organisation is today, and then moves through a series of activities that foster increased resilience.

The overall process involves a series of steps like these:

1. Establish a Resilience Team:

This Team should consist of a mixture of senior and middle managers, representing the different functional areas of the organisation. It should have a senior person as a champion, who has the ability, and desire, to resource and promote resilience-building.

2. Develop an overall process:

The Team will (a) conduct a benchmark assessment of current resilience, (b) interpret the results, (c) develop specific activities to enhance resilience, (d) monitor the outcomes, and suggest improvements.

3. Develop a communication strategy:

Keeping staff informed about initiatives increases their likelihood of success. The Resilience Team should establish a channel such as a newsletter, or social media network. Communication should be frequent, but short and focused. Communication should be interactive, listening to feedback. It should explain that building adaptive resilience is a gradual process that will take time.

HOW TO BEGIN *continued*

- 4. Initial benchmarking:** The Team should establish measures or key indicators relating to the areas of valuing, sharing, learning and leading, as well as the organisation's performance and outcomes. Specific indicators can include the Resilient Organisations tools with Benchmark and Thumbprint measures. You could create a customised survey for your organisation, and complement this with face-to-face interviews and focus groups.
- 5. Interpret results:** The assessment will help you identify key 'pressure points' that are weakening your organisation. The Team should list these pressure points in order of importance, focusing first on building a valuing culture, then addressing collaboration and learning. Developing suitable leadership is an ongoing theme throughout all the stages.
- 6. Action Plan:** The Resilience Team, with input from other staff, then generate options which address each pressure point. This should map out a small, manageable set of short-term goals to tackle, as well as medium, and longer-term goals. The Team weighs up each action and, if possible, trials it in a safe, controlled setting. A draft action plan can then be drawn up and communicated throughout the organisation, asking for feedback.
- 7. Monitor implementation of action plan:** The actions will relate to a particular aspect of adaptive resilience. These might involve training or workshops, but other areas such as KPI measures also need to be revisited and aligned so that they all support the attitudes and behaviours needed. After each phase, feedback from participants must be collected and evaluated.

HOW TO BEGIN *continued*

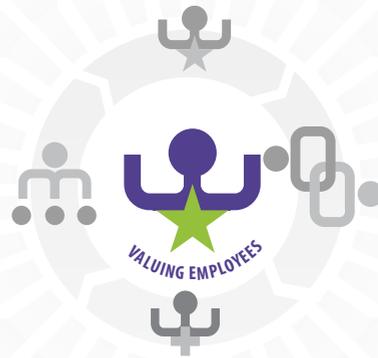
- 8. Conduct post-action benchmarking:** The Resilience Team should conduct another measure of the performance and resilience indicators, preferably at six-monthly intervals. Organisations can also use their existing surveys for information on the areas targeted. The results should be discussed, focusing on these questions.
- (i) Did this area of organisational resilience improve? If no, why not?
 - (ii) Did the actions contribute to better performance? If no, why not?
 - (iii) What policies, structure and procedures are barriers to resilience?
 - (iv) How can these be changed?
 - (v) What other changes are needed to enhance resilience and performance?
- 9. Revise the action plan:** In light of those discussions, the action plan should be revised. Actions that did not lead to any change are discarded and new alternatives are generated. The Team should also suggest changes to policies, structures and procedures, if these are identified as impediments.
- 10. Engage senior management and governance:** Keep the Board and Executive informed about the resilience initiatives, highlighting:
- (i) the Resilience Team's goals, and benefits for the organisation
 - (ii) initial benchmark survey and findings
 - (iii) action plan and its implementation
 - (iv) post-action survey, progress made and next steps. 

FACTOR 1: VALUING EMPLOYEES

Valuing employees, and creating a positive work environment, should be a core organisational mind-set, rather than a list of specific procedures. Wellbeing will become one of the organisation's priorities. It will think of employees' interests and treat them with respect. It will think about how decisions, and day-to-day processes, may affect its people and their families. Employees will know they are genuinely appreciated and involved.

This culture is shown in the attitudes and actions of all executives, middle managers, and supervisors, throughout the organisation. Their mind-sets and actions shape the work environment. If there are sections where employees aren't valued, this creates less-resilient parts of the organisation, and this weakens the resilience of the overall organisation.

Valuing is expressed in many ways. Some organisations support well-being programmes covering physical, mental and spiritual dimensions. The Mental



Health Foundation of New Zealand offers a low-cost framework based around five steps for promoting well-being. It has free guidelines on how these five activities can be implemented.² A wellbeing focus communicates that the organisation values health and relationship-building, contributing to a culture of sharing and learning.

Wellbeing, however, is not just a set of stand-alone activities. Wellbeing principles should be applied to all the employer-employee relationships, the daily work practices and the routine job tasks. This includes managing work demands, ensuring adequate resourcing, and being aware of work (and often non-work) pressures on staff. In this way, valuing employees and their wellbeing becomes an ongoing way of operating that is sustainable and cost-effective.



www.thewellbeinggame.org.nz

You can have all the technical tools in the world but it all boils down to people, relationships and behaviours. JONO BRENT, CEO

In practice

When you are starting off, it can be difficult for Resilience Team members to look at their own organisation objectively. You can use a range of options to get other perspectives.

What are you measuring?

Look at the measures your organisation may already have, such as engagement surveys, climate surveys and other indicators. Check the specific items, look at the questions to see if they give insights into where the organisation is doing well, and areas that need attention, in terms of the way employees are valued.

Consider adding the Employee Resilience Tool³ into your existing survey. This involves nine statements where employees rate themselves, focusing on the extent to which individuals adapt, co-operate and learn. It gives valuable information about how well the organisation promotes resilience-related behaviours, identifying areas that require intervention.

Listen and observe

Consider talking directly with small groups of staff to get their views. Use

positive, appreciative approaches, focusing on what the organisation does well, and areas that may need to be developed.

Discuss the issue with your unions. Their input may help in understanding where staff feel that the organisation does value employees, and areas that may need attention. Getting the unions' support can also boost the effectiveness of the resilience programme, and provide ongoing, constructive input.

Observe your senior managers. Do they lead in creating this culture, modelling a mind-set and practices that genuinely value employees?

Listen to discussions such as management meetings, and check how well employee perspectives are considered in the language and actions.

Consider specialist input

If you have funding, consider getting external consultants to provide professional insights, identifying pressure points and options for addressing them.

FACTOR 2: LEADERSHIP FOR RESILIENCE



Our research identified the attributes of effective leaders, people who provide skilled leadership under disruptive conditions. These leaders did all the standard tasks such as planning and arranging work, but the key difference was in their people-related abilities. They understood people, they could empathise and they relate well with people.

The effective leaders developed a culture around the other three factors. They valued employees' wellbeing, and emphasised collaboration and learning. As leaders, they ensured that team members were clear about the boundaries of their roles. They coached their staff and gave ongoing constructive feedback.

The leaders also modelled all these attributes in their own lives. They were approachable, and not caught up in their own ego-needs. They viewed all their experiences as opportunities to learn from, as part of a process of self-improvement. Rather than being locked into their own ideas, effective leaders

created a place where staff felt free to contribute ideas and give constructive feedback. They encouraged innovation and were willing to take reasoned risks.

These same qualities have emerged from international research, distinguishing effective leaders in today's environment. Leadership writers Richard E. Boyatzis and Annie McKee identify mindfulness, hope and compassion as three qualities of resonant leadership.⁴ Google uses a personal growth programme, *Search Inside Yourself* (SIY), which combines mindfulness, emotional intelligence and neuroscience.⁵

Leadership is the centre of it all. Every leader, at every level is vital for strengthening your organisation.

CHRIS JANSEN, CONSULTANT

These programmes challenge traditional leadership models.

Developing leadership is a crucial part of organisational resilience. Senior leaders need to model these particular approaches, and expect them from other leaders throughout the organisation. Creating effective leadership can involve selecting new leaders with these attributes, as well as developing existing leaders through training, and formal and informal coaching.

Organisations need a leadership programme tailored to their own situation. The programme should include these personal and people-related elements, in a way that is matched to the competencies of their staff. They can draw on resources such as programmes in resonant leadership⁶ or SIY, as part of the content. The aim is to shape new mind-sets, approaches, and behaviours.

In practice

Leadership is a broad topic and it's not practical to map out a total leadership plan. Instead, we highlight the attributes that are often overlooked, but have proved to be critical, and need to be included in any leadership programme.

Our research showed that adaptive resilience is centred on social processes, and so leaders need to be competent in those people-related aspects. **Some avenues for action include:**

Clarify the expectations

The skills expected of leaders vary across organisations. In some organisations, the front-line managers and supervisors are expected to have highly-developed people-related abilities; other organisations only expect basic supervisory skills at that level. A useful first step is to gain some clarity about the type of leadership expected at each level in your organisation.

Whatever the configuration of your leaders, ensure that the values and mind-sets are consistent throughout the organisation, so that leaders at all levels foster the culture of valuing, collaboration and learning.

Check that expectations about the type of leadership and culture-building activities are clearly communicated to existing leaders, so they know what's required.

Check out the current situation

Assess the status of your managers and supervisors in terms of these competencies.

Senior managers may not always know how their middle and frontline managers

are performing. Spending time with frontline staff, being approachable and listening, helps senior managers to be more in touch with what's happening in business units, and between staff and their managers.

Again, existing in-house measures and the Employee Resilience Tool can assist. The results might not give feedback on individuals, but they can show common patterns.

Develop competent leadership

Ensure that these people-related competencies become a central part of the ongoing leadership development for your senior and middle managers. Use them as part of the selection criteria for new leaders.

Be tactical

Addressing leadership issues can be challenging. Managers can feel threatened, and become defensive or cynical. Subordinates can provide useful information, but experience and skills are needed to gather that feedback. In general, a safe approach is to use an appreciative style that emphasises individuals' positive attributes. If you show that your aim is to enhance the skills and job-satisfaction of managers, this can win their support. 

FACTOR 3: BUILDING COLLABORATION — INTERNAL



Building collaboration involves developing two-way relationships, with trust and cooperation, both inside the organisation and outside. When a sudden disruption occurs, the organisation can use these social networks to access vital resources, knowledge and support. The relationships are 'social capital' that the organisation can draw on. But building relationships, and learning to work collaboratively, are competencies that take time to develop, and they can't be created instantly during a crisis.

Creating this social capital is an investment. Cohen and Prusak⁶ suggest however, that organisations often overlook social capital, because it is not tangible – you can't touch it or see it. Building social capital requires a deliberate choice.

Internally, an organisation's structures and ways of working shape its resilience. Organisations with inflexible, separate silos, and very little collaboration across departments or units, find it difficult

to respond to a sudden disruption. In contrast, having cross-functional teams that work across the whole organisation can build competence in working together. The GE Work-Out technique combines people from across departments, functions, levels, and locations, to solve problems and make decisions. This can promote an organisation-wide culture of collaboration.

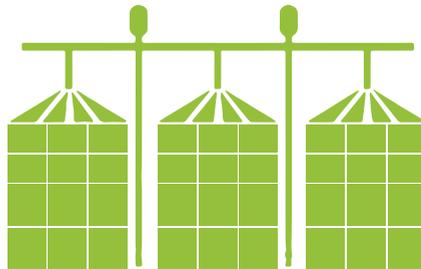
Simply conducting short-term team-building exercises, without addressing an organisation's

The outcomes you get via collaboration are broader, bolder and better. But, Collaboration doesn't happen by chance.

BELINDA DE ZWART, HR & PEAK PERFORMANCE MANAGER

hierarchical and fragmented culture, won't achieve much. Building resilience requires changing the overall culture and becoming skilled in collaboration. Klein and Bowman of Wharton University suggest that for this teamwork, effective leaders need to attend to four aspects:⁷

- (a) *Relationships*: do team members feel supported and appreciated by others? Do team leaders act as mentors and coaches?
- (b) *Efficacy*: does the team believe that it can make a difference? Do members believe they have influence? Does the team have clear, shared aspirations?
- (c) *Affect*: is the team characterised by positive emotions such as enthusiasm, optimism and humour? Does the team leader promote positive emotions?
- (d) *Learning*: does the team conduct after-action-reviews (AARs)? Does the leader promote idea generation, sharing, new ideas and experimentation?



In practice

Again, collaboration is a mind-set and a way of life, rather than a list of practices. Internal collaboration needs to occur throughout the whole organisation. Collaborative working is modelled from the top, with senior leaders operating closely together and setting the culture. Creating collaboration is intentional, not something that just happens. You have to design measures to actively support it. Leaders, across all levels and locations, must have the desire, and the competencies, to foster teamwork.

Some steps for building a collaborative culture include:

Evaluate the current situation

To what extent do leaders, including senior management, work as a team? Do they set an example and unify the sections?

How often do sections collaborate with others? Ask members when they collaborate with other sections, and how well this works.

Do teams and their leaders demonstrate the relationships, efficacy, positive affect and learning, suggested by Klein and Bowman?

How do leaders and staff talk? What does this suggest about their mind-sets and whether they think in collaborative ways?

Again, existing measures such as in-house surveys, and the Employee Resilience Tool, can also give useful insights into what is happening.

Check the understanding and skills

How well do leaders understand how collaboration works, and do they have the skills to make this happen? These skills include team dynamics, conflict-handling, and negotiation. Observe the leaders working, and get staff members' views.

Look at the organisation's systems

What does the organisation actually value and reward?

Is there a competitive culture where success is really about individuals' and groups' personal achievements, rather than collaborative successes?

Do the organisation's systems present barriers to collaboration, forcing individuals or units to work in isolation?

Are rewards structured around individual outcomes, or group outcomes? Is collaboration rewarded as part of KPIs?

Are there positive examples of collaboration in the organisation?

Remember, although a silo-based organisational structure may appear efficient and cost-effective, it can be deadly in changing times. 

FACTOR 3: BUILDING COLLABORATION — EXTERNAL



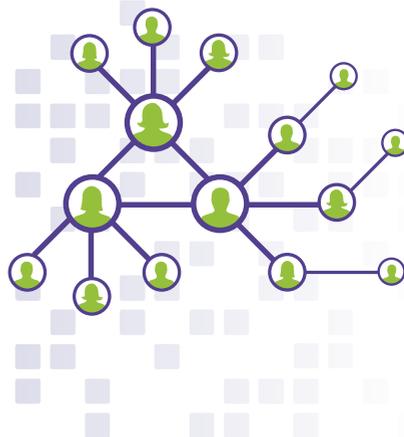
An organisation's *external linkages* are also an important part of its adaptive resilience.

Organisations often overlook the fact that they are part of an interdependent network. Although this network isn't always obvious, a major disruption will reveal how much each organisation needs assistance from others. Having a set of well-established external relationships equips an organisation, giving it access to additional resources and capabilities that help it respond to a disruption. Having strong inter-organisational relationships assists each organisation, and this also builds a resilient network of organisations.

Most organisations have a wide range of business connections, including suppliers, service providers, major clients, regulatory agencies and even competitors. Resilience is increased when these connections become strong, collaborative relationships which provide further social capital that the organisation can draw on. It's important to identify in advance who those key external parties are, and how relationships with those parties can be enhanced.

Like internal collaboration, external collaboration also requires competencies in and relationship building, which develop over time. The extent of the collaboration that an organisation can create depends on the nature of the organisation and the setting. The aim is to get a clear understanding of the external context, and to develop the best possible collaboration in that situation.

The biggest barriers to building this external collaboration come from our existing mind-sets around



leadership, management and business. The traditional command-and-control approach with only basic transactional relationships, doesn't work for developing social capital. The new approach requires leadership that is willing to do things differently, to invest in networks and collaboration, as one of the most important resources for developing resilience and competitive advantage.

In practice

To develop external collaboration, consider this three-step approach:

What is currently happening?

The first step in building resilience through collaboration is to become aware of the relationships that actually exist. Organisations can begin by doing a systematic audit of their external links. This starts with preparing a list of all the organisation's linkages. Then, the linkages are examined to assess their quality, and how important they are.

What degree of co-operation occurs?

To what extent are the parties working together at present? In what areas and what ways?

How much reciprocity is there? Do both parties provide resources, assistance or other benefits to each other?

What level of trust has been developed from working together? Is this a well-established inter-organisational relationship? Do both sides recognise each other's needs and interests, and actively work to acknowledge those?

What could be?

The next step is to look at what could be, identifying what is desirable and

practical. What would you like to achieve in the relationship, and is it realistic to aim for this?

Achieving those goals comes through developing a plan for action. For each of the important linkages, plan steps that will enhance the collaborative way of working, with trust and co-operation. The precise details of this will vary depending on the context, the industry and type of organisation. Dialogue with other parties is a key. This can firstly address content, getting a clear understanding of what each one does, the areas of overlap, and possible connections, looking for other resources that could be utilised in future if needed. The second part is building a trust-based relationship between the people and the organisations. Trust comes from knowing each other better, and working well together over a period of time.

Keep it as an ongoing process

This overall cycle of evaluation-and-action reviewing becomes an ongoing process, where you keep on regularly assessing each relationship in terms of its importance and quality, and then work on areas that are identified. 

FACTOR 4: BUILDING A LEARNING CULTURE



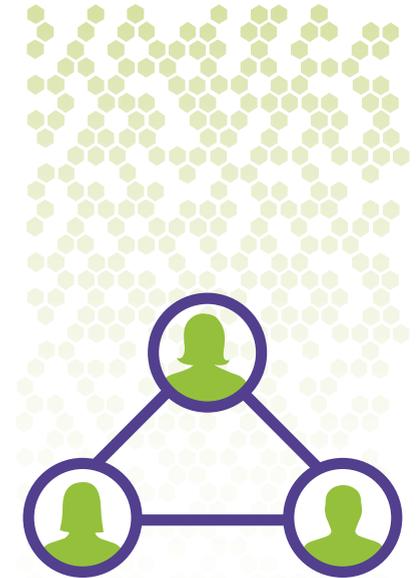
A sudden disruption brings a new, unfamiliar situation where people have to make decisions without much information. Organisations skilled in learning are faster at understanding the new setting. They can make better-informed decisions, and adapt more rapidly. But those skills have to be developed in advance, within a culture of learning.

“Often, organisations only focus on individual learning, but omit to put the same effort into “organisational learning”, the process where a group works together to create new knowledge, then share it throughout the organisation, giving new ways of thinking and new ways of working.

A genuine learning culture requires both individual and *organisational learning*. It requires leaders who are open to learning and change in their own lives, and who promote learning among their staff. Harvard authors Garvin, Edmondson and Gino⁸ identify building-blocks needed for a culture of learning:

1. *A supportive learning environment:* Learning is promoted in a setting with psychological safety (a place where it’s safe to take interpersonal risks), one that encourages alternative views and ideas, is open to new ideas, and allows time to reflect and review experience.
2. *Defined learning processes and practices:* Organisations need to create explicit processes for creating, collecting, interpreting and sharing knowledge. They also need to have explicit processes for experimenting, and reviewing their experiences.
3. *Leadership that reinforces learning:* Leaders should set the tone. As Garvin and associates state, “If leaders signal the importance of spending time on problem identification, knowledge transfer, and reflective post-audits, these activities are likely to flourish.”

Research shows that organisations often fail to learn. Learning is a sophisticated competency. The team must be open to change, and have the skills to translate their shared experiences into changed ways of working. When this does happen it can produce a high-performing and highly resilient organisation. It takes time and effort to develop learning, but those investments will deliver major returns.



You must harness the power of the entire team... consider doing it better rather than blaming.

ANDY LESTER, CHIEF OPERATING OFFICER

In practice

Frameworks such as Garvin, Edmondson and Gino's can be used to assess your organisation's current status, and areas for action.

What is currently happening?

Look for recent innovations, explore how common they are, and how they came about.

What do these examples show about learning and change?

To what extent do individuals and groups pause and thoroughly review their experiences, discuss what can be learned, and then follow through with a genuine willingness to change the organisation's routines, mind-sets, procedures, or technologies?

How well is learning supported?

What is the current environment like? Is it negative and critical, or is it open to experimenting and developing new ideas?

Is the environment safe, so that individuals can take risks by expressing their opinions, even disagreeing with their peers or authority figures?

When things go wrong, is the focus on blaming individuals, even if the failures are beyond their control – or is the focus on working together, looking constructively at what can be learned, and improving ways of thinking and acting?

To what extent is learning a priority? Are there clear goals for everyone in the organisation, regarding the processes of learning, and implementing new knowledge? Does the organisation provide incentives and rewards for learning, or are there barriers to creating and sharing knowledge?

Does the HR plan evaluate organisational learning, alongside traditional individual learning?

What level of competency exists?

To what extent are people competent in group-learning processes? Does the organisation have effective processes that are widely used, for identifying new knowledge and disseminating it?

To what extent do current leaders have a learning orientation and seek personal growth in their own lives? Do they model a pattern of jointly identifying problems, making time to reflect on experiences, and intentionally transferring new knowledge throughout the organisation?

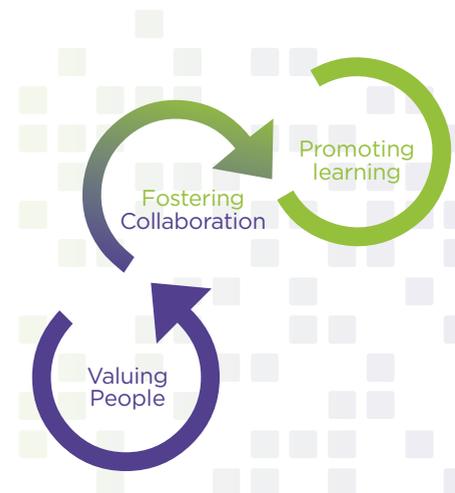
Are these skills part of the selection criteria for new leaders, and development areas for existing leaders? 

GO AND START BUILDING

Building adaptive resilience in organisations is a long-term process. The traditional planned resilience, using pre-scripted crisis-handling plans, focused largely on procedures, structures, and physical assets. In contrast, adaptive resilience is acted out through social processes. The most important social processes are valuing people, fostering collaboration and promoting learning. The right kind of leadership is needed to facilitate these processes.

Adaptive resilience needs to be embedded in an organisation's culture, particularly its mind-sets. Mind-sets are difficult to change though, and this is one reason why change initiatives often fail to achieve their goals. It requires change from the people, rather than just changing structures or procedures.

Adaptive resilience is becoming increasingly essential. Developing this resilience requires a long-term plan, and the willingness to keep working at it, making gradual progress, to create a culture that truly supports agility and resilience.



Although it works best to progress through the factors as a sequence, you can begin to foster areas such as learning right from the outset. Remember though, that competency won't be fully achieved until the other areas are developed.

This booklet draws from the experience of organisations that have already started on this journey towards greater resilience, and the clear evidence of the benefits they have gained.

Make sure you take the people in your organisation with you on this journey, getting their buy-in and commitment. Remember to celebrate your successes on the way. Observe and share the major gains as your organisation performs better and becomes more agile. 

ENDNOTES

The references supplied throughout this booklet are shorter, practical sources, that you can use for further reading. As web-links can change we also list the organisation that these materials come from.

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5. Search Inside Yourself Leadership Institute (<https://siyli.org/>)
6. *In Good Company: How Social Capital Makes Organizations Work* (2001), Dan Cohen and Laurence Prusak, HBR Press
7. *Building Resilience: "Real" Ways to Thrive During Tough Times*, Katherine Klein, Edward H. Bowman, Wharton Social Impact Initiative, The Wharton School, (<http://executiveeducation.wharton.upenn.edu>), 2013. <http://executiveeducation.wharton.upenn.edu/thought-leadership/wharton-at-work/2013/10/building-resilience>
8. *Is Yours a Learning Organization?* By David A. Garvin, Amy C. Edmondson and Francesca Gino; Harvard Business Review (www.hbr.org), March 2008 (3):109-16

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