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Resilience, Engagement, and Connection: Positive Psychology Tools for Hot Bread Kitchen

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Abstract

Hot Bread Kitchen (HBK), a not-for-profit in Brooklyn, New York City, provides culinary training to women living below the poverty line as a pathway to jobs in the food services industry. HBK provides wraparound support services, ranging from help with childcare and English language skills through to training in professional readiness skills. HBK's members are carefully screened, yet some still struggle with the stressful, fast-paced, and multicultural kitchen environment. Based on a review of the literature, we propose a positive psychology plan to strengthen individual and team thriving in the kitchen by developing resilience, engagement, and social connection, using specific activities relating to cognitive-behavioral skills, character strengths, team-building, and meaning and purpose. We provide a library of activities that HBK staff—as experts on their population—can adapt and fit into their evolving curriculum, and a short training for staff, to unite them around goals and approaches.

Keywords

workforce development, positive psychology, hot bread kitchen, women in in food services, women in hospitality, diversity, culinary training, resilience

Disciplines

Other Psychology

Resilience, Engagement, and Connection:
Positive Psychology Tools for Hot Bread Kitchen

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A Positive Psychology Service Learning Project Submitted
In Partial Fulfillment of the Requirements for MAPP 714:
Applying Positive Interventions in Institutions

Master of Applied Positive Psychology

May 7, 2020

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Introduction

Hot Bread Kitchen (HBK) is a 501(c)(3) not-for-profit in Brooklyn, New York City, providing culinary workforce training and business incubation services to uplift women in the local food ecosystem - a value chain that its founder calls “kitchen magic” (Archer-Rosenthal, 2019). The target population consists of women living below the poverty line, many of whom are from immigrant communities. Prior to the COVID-19 crisis, Indigo Team was invited to develop an application of positive psychology for HBK’s culinary training arm. Training is currently paused, although HBK staff are considering developing online tools for training in professional skills. The application plan developed below is intended for use once training restarts, and may assist with online teaching. In addition, staff, who are currently under great stress as they pivot to helping struggling alumni find new jobs or apply for unemployment, may consider using some of the elements of this plan for themselves, as time permits.

This paper begins by examining HBK’s setting and organization, explains the focus and design of the application plan based on the literature, sets out the four sets of activities included in the plan, and ends with some considerations regarding the specific design of interventions and the expected outcomes and limitations. Appendices provide more detail.

Situation analysis

The setting

The food service industry. HBK provides training for a sector that is, in normal times, ripe with opportunities. Prior to the COVID-19 crisis, the labor market in New York City was tight, with an unemployment rate of less than 4% in December 2019 (seasonally adjusted, New York Department of Labor, 2020). Moreover, countrywide over the medium-term, the food industry was expected to be a major creator of jobs (U.S. Bureau of Labor Statistics, 2020), in

part because of food trends among groups such as millennials, who spent an estimated 44% of their food budget on dining out (ECPI University, 2019). The COVID-19 crisis will surely lead to a shakeup of the restaurant sector (Marchese, 2020), and it is much too early to forecast whether, post-crisis, food purchases outside the home (restaurants, takeout/delivery) will return to their previous levels and trend growth. Nevertheless, the food service industry, which accounted for 9% of minimum wage employment countrywide in 2018 (Bureau of Labor Statistics, 2019) (a figure that is no doubt higher in New York City) will likely remain an important employer for the city and country. There should continue to be opportunities here for women, who are heavily involved with food at home (accounting for 93% of food purchases in U.S. households), and who have been underrepresented in jobs in food service (49%, and 14% for women of color) (Krivkovich & Nadeau, 2017).

The population served. As cited in HBK's Tomberg grant proposal (2018), almost a quarter of New York City's 4 million women and girls are "vulnerable: ... likely to live in poverty, have lower earnings and suffer longer spells of unemployment than other women" (HBK, 2018, p. 2). According to HBK's impact report (personal communication, January 28, 2020) factors in the environment that interfere with employment include lack of affordable childcare and inflexibility of many hourly wage jobs and training. Individual factors include low educational attainment, gaps in work history, and untreated mental illness, including post-traumatic stress disorder.

Culinary jobs. HBK prepares students for all types of jobs available to culinary training graduates - e.g. food service firms, bakeries, restaurants, corporate cafeterias, catering. Common to all these jobs is a fast-paced, high-stress, and often unpredictable working environment, often marked by abuse and harassment (Ariza-Montes et al., 2017). Employees must be adaptable and

must be able to take initiative to seek out tasks that need to be done. In New York City, the workforce is typically ethnically and culturally diverse, and bosses are often men. Thus HBK's graduates must be able to handle differences in culture and communication style (Ariza-Montes et al., 2017). Looking ahead, it is possible that disruption in the culinary sector will raise the standards for professional and vocational training and expectations for continuing education, which would only increase the need for adaptability.

The organization

Since its founding in 2008, HBK has graduated 330 members from 50+ countries, placed 136 in jobs across 60 partners like Eataly, Restaurant Associates at Google, and Whole Foods, and incubated 215 small businesses (Archer-Rosenthal, 2019). HBK is supported by philanthropic partners like Bloomberg Philanthropies, Robin Hood Foundation, and Citi Foundation. Revenue in 2018 amounted to \$15.5 million, with a total economic impact on New York City of \$104 million (Archer-Rosenthal, 2019). HBK prides itself on being a true social enterprise geared at individual, community, and city impact.

HBK's workforce development program includes rigorous screening for strengths and needs (housing, childcare, English language skills, physical aptitude) before acceptance; support to locate resources to address needs; a 5-week intensive training in culinary, sanitation and safety, and professional readiness skills like conflict management, interviewing, and English fluency; financial counseling; optional coaching; and finally job matching as soon as 3 weeks after graduation. Trainees (known as members) receive a weekly stipend of \$200 and a daily Metrocard. Coaching and other support remain available after members are placed in jobs.

Success rates for members (completing the training and one year in a job) have hovered around 50%. Some members decide they do not like kitchen work, or prove unable to meet

performance standards, e.g., attendance (M. Rojas & K. Peabody, personal communication, January 15, 2020). Some, however, are impeded by lack of adaptability, negative internalization, self-sabotage, unwillingness to seek support, or difficulty with self-advocacy and cross-cultural communication (M. Rojas & K. Peabody, personal communication, January 15, 2020).

HBK began 2020 at a critical inflection point. It expanded its kitchen space in Brooklyn to accommodate more cohorts and startup businesses, and aimed to graduate and place 100 members during 2020 (K. Peabody, personal communication, January 22, 2020). Michelle Rojas (LMSW and Senior Manager of Client Success & Community) and Katie Peabody (Senior Manager of Business Development) joined HBK in the last few years to focus on optimizing intake, social and mental health support, employer partner development, and rapid job match after graduation. Their roles highlight HBK's continued commitment to members' thriving, higher graduation rates, and durable job placement.

More broadly, HBK is recognized as a leader in its field, and its longer-term vision includes expanding its impact by helping effect cultural change in partner employers, perhaps by offering workshops. Notably, HBK's efforts are well-aligned with the United Nations Sustainable Development Goals (United Nations, 2020), in particular in its objectives of culinary training (quality education), applied positive psychology (good health and well-being), personal branding (gender equality), and employer and social capital (decent work and economic growth). All these objectives are expected to remain relevant when the food sector reopens after the current crisis.

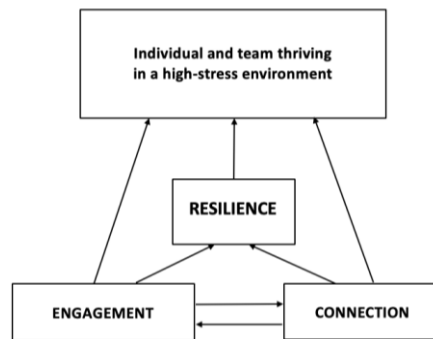
Objectives of the application plan and related literature

HBK's programs are powerfully aligned with Maslow's hierarchy of needs (Maslow, 1970), a key principle driving Michelle Rojas's work. Its training offers members access to

skills, tools, and opportunities to thrive in living wage jobs with career potential, and its wrap-around life skills services support students’ successful transition into stable jobs. Yet there is an opportunity, through the application of positive psychology, to enhance members’ and teams’ ability to thrive in constantly changing, high-stress, and diverse work environments (M. Rojas & K. Peabody, personal communication, January 15, 2020), furthering graduation success, longevity on the job, and ultimately Maslow’s basic, psychological, and self-fulfillment needs (Maslow, 1970). If HBK can establish itself as “best-in-class” for how its programs support workers’ ability to function and flourish in kitchen environments, it will be well-positioned to promote the transformation of employer cultures.

In consultation with HBK, the application plan focuses on the three areas of **Resilience**, **Engagement**, and **Connection**—three powerfully interrelated concepts (Figure 1).

Figure 1



Resilience is the capacity to overcome adversity and grow from it (Reivich & Shatté, 2002). Arguably, it is the cardinal virtue that allows HBK workers to thrive amidst the daily stressors of the kitchen environment. Crucially, resilience can be cultivated, as shown both by large-scale programs developed in schools and in the military (Reivich, Seligman, & McBride, 2011; Seligman et al., 2009) and by recent meta-analyses of experimental studies (Joyce et al., 2018; Vanhove, 2016).

Engagement encompasses motivation and effort, but also the degree to which workers bring their authentic selves to work (Kahn, 1990). Engagement will help HBK's members not only to be motivated to weather the ups and downs of the job, but also to invest themselves in the work, take initiative, and be better "organizational citizens" (which involves behaviors, beyond immediate tasks, that benefit the organization) (Rich, Lepine, & Crawford, 2010). While engagement depends importantly on management processes (clear roles, effective rewards, giving workers a voice), it is also fostered by a sense of larger *purpose* in the work (Kahn & Fellows, 2013). Such a sense of purpose, in turn, has also been shown to support resilience directly (Southwick & Charney, 2018).

Finally, social **connection** at work facilitates teamwork and builds social support that can buoy HBK members through tough times (Dutton, 2003). Indeed, social connections have been shown to be an important contributor to resilience (Reivich & Shatté, 2002), and, for HBK members, connections made during training could provide continued support as members move into jobs. Moreover, workers' engagement is strengthened in settings where they feel connected to each other (Jacob et al., 2008). Social connections also nurture positive emotions at work (Dutton, 2003), which, in what Fredrickson (2009) has called the "broaden-and-build" cycle, typically allows people to be more open-minded and build psychological, social, and physical resources.

Specific positive psychology studies of low-income women of color in culinary work settings are lacking. But a few studies of low-income or traumatized women suggest that the same contributors to resilience are at work in this population as in others studied (Anderson, 2019; Todd & Worrell, 2000); and Bennett et al. (2010) found that a program to prevent alcohol and other drug abuse, that had been developed for corporate workplaces, was also effective for

young restaurant workers. These studies provide specific support for intelligent generalizability of interventions within the unique context of HBK and their agile curriculum requirements.

Overall design of the application plan

In agreement with HBK (M. Rojas, personal communication, February 20, 2020) and respecting members' and staff's tight time constraints, the application plan seeks to fit, as much as possible, into existing programs. Possible intervention points include the intake process, culinary training, professional readiness training (see Appendix A for HBK's work-in-progress curriculum plan as of March 2020), English as a Second Language training, voluntary coaching sessions with HBK's social worker, employment partner onboarding, and making use of possible social referents among the members (well-connected individuals who can serve as models) (Paluck et al., 2016). Revisions to existing programs could range from minor adjustments (e.g., tweaking language in existing materials, revising scenarios for role play exercises, or adapting questions in surveys and coaching sessions), through to additions of new modules.

Specifically, the application plan consists of two elements:

1. **A library of interventions**, discussed further below, and set out in Appendices B-I. Lead HBK staff could, *in a phased manner*, include some or all of these interventions in their programs, or draw inspiration from them to adjust existing activities. *Adaptation of these activities by HBK staff (as experts of their member population) is especially important given the paucity of directly relevant research literature, noted above.* Moreover, there is tremendous opportunity for such adaptation, as HBK's curriculum is currently undergoing review and, indeed, is a continuous work-in-progress (M. Rojas, personal communication, February 20, 2020).

2. **A presentation to HBK staff** who interact with the members (currently, seven people)

(Appendix J). The objective of this training is to unite HBK staff around goals and approaches, so that staff can bear these in mind in their day-to-day interactions with members and in their continuous review and improvement of programs. This training would ideally be delivered prior to the post-crisis resumption of training operations at HBK; indeed, it could be delivered significantly earlier than this, in an attempt to shore up well-being among staff who are bearing enormous stress from the crisis. In the future, the training could be delivered during onboarding of new staff.

Application plan and related literature

The application plan proposes that HBK build **Resilience, Engagement, and Connection** through four avenues: cognitive and behavioral skills, character strengths, teamwork, and meaning and purpose.

Cognitive and behavioral skills

Cognitive and behavioral skills, relating to ways of thinking and taking action, are at the heart of resilience (Leventhal et al., 2015; Masten & Cicchetti, 2016; Oshio et al., 2018; Reivich & Shatté, 2002; Shatté et al., 2017; Southwick & Charney, 2018).

Cognitive skills. A principal obstacle to tapping our inner strength is **thinking style** - not genetics, or childhood experiences, or circumstance (Reivich & Shatté, 2002). An overarching framework for “thinking about thinking” is ABCDE, a model that interrogates our faulty assumptions of events (e.g., “someone who took my chair in class is a bad person and meant to hurt me”) (Reivich & Shatté, 2002; Seligman, 2011). ABCDE stands for: when I meet **Adversity**, my **Beliefs** about it inform my **Consequent** emotions and behaviors, and **Disputing** faulty beliefs with **Evidence** will **Energize** me and surface productive actions (Reivich & Shatté,

2002; Seligman, 2011). Appendix B sets out a detailed activity to teach this framework. Indigo Team recommends that HBK consider teaching ABCDE as part of the *Perceptions / Reality* section of the curriculum (where Michelle Rojas explores the concept of perceptions and the importance of seeing different sides of a situation) and further leverage it during individual coaching conversations.

Beliefs can take the form of shortcut thinking errors about oneself or the world (e.g., “I’m a bad mother”, “they’re lazy”), especially in stressful situations. **Thinking traps** are mistaken thought patterns that can undermine our performance, relationships, and well-being (Reivich & Shatté, 2002). A pessimistic explanatory style, for instance, involves beliefs that setbacks are permanent, pervasive, and personal (“my fault” rather than involving external circumstances); it contrasts with an optimistic explanatory style, which powers healthy, solution-oriented actions (Seligman, 1998). Another common thinking trap is externalizing (“the world is against me”). Learning to recognize thinking traps and the use of prompts to identify them in real time can buffer against their negative effects—for example, asking in the moment: “A more accurate way of seeing this is... That’s not true because... A more likely outcome is ... and I can ... to deal with it” (Reivich & Shatté, 2002) (see Appendix C for a detailed activity). This can be activated verbally by the training staff, and further anchored within the HBK *Perceptions / Reality* lesson and individual coaching conversations.

More generally, **optimism** is the expectation that good things will happen in life and directly benefits physical and mental health and life satisfaction (Carver et al., 2009). Simply, optimists take more effort than pessimists to problem-solve out of difficulty, challenge, and negativity (Seligman, 1998). Nurturing optimism from day 1 of culinary training is expected to help bolster members’ resilience, problem-solving, and thriving on the job. HBK can promote

optimism by encouraging members to review things they are grateful for (Emmons & McCullough, 2003) (see Appendix D for details). Optimism can also be activated verbally by the training staff through role modeling (“I see it this way... what’s a more positive interpretation?”) and positive feedback (“your hard work practicing knife skills paid off”) (Carver et al., 2009), and further anchored within the HBK *Perceptions / Reality* lesson.

Related, **self-efficacy**, like the childhood story of the little engine that could, is the belief that “I am capable” and is strengthened through doing (Maddux, 2009). Performing well amplifies self-confidence to do well elsewhere (a ripple effect). Mentors, role models, and imagining exercises vicariously build self-efficacy through observation. Feedback helps too. With learned experience, self-efficacy grows, goals get clearer, and goal attainment increases. HBK can activate self-efficacy through daily positive feedback from teaching staff and classmates (“how strong your knife skills have become!”), continuing the *Chef of the Day* reward - someone has the distinction of wearing a chef hat all day in recognition of a good act from the previous day - and engaging role models from alumni and incubator businesses.

Recognizing emotions in oneself and others is a pathway to clearer thinking, stronger relationships, productive actions, and well-being (Caruso et al., 2015). Building **emotional intelligence** (EI) - the practice of identifying and managing emotions - through the RULER framework (recognize, understand, label, express, regulate) helps students to build vocabulary and EI (Caruso et al., 2015). Schools that teach RULER report stronger emotional connections, better classroom organization, and more leader support for the teachers (Caruso et al., 2015). A detailed RULER activity is in Appendix E. HBK can activate EI by having staff name their emotions, and anchor the EI concept to existing Meditation and *Perceptions / Reality* lessons.

Mindfulness, the non-judgmental awareness of what is happening in the present moment (Kabat-Zinn, 2005), is a key vehicle for emotional intelligence and other skills. Regular (and as short as 3 minutes) practice of mindfulness deactivates the body's stress systems and activates numerous parts of the brain such as the prefrontal cortex, insula, anterior cingulate cortex - all critical centers for self-awareness, emotional regulation, creativity, executive thinking, attention to detail, empathy, memory, decision making, and motivation (Baime, 2019). The boost in empathy, compassion, and kindness due to heightened awareness and training helps group dynamics and improves relationship satisfaction (Dahl, Lutz, & Davidson, 2015). HBK can encourage mindfulness, beyond the existing morning meditations, by suggesting members pause on their own throughout the day and at home, pointing out how such pausing allows more effective responses to events instead of habitual automatic reactions. Meditation recordings from the Penn Program for Mindfulness can be found here: <https://www.pennmedicine.org/for-patients-and-visitors/find-a-program-or-service/mindfulness/course-offerings/foundation-courses/participant-resources>.

Self-regulation builds on mindfulness and emotional intelligence: it is the ability to manage one's mental, emotional, and physical energy in order to build relationships, prevent social mistakes, and engage well with others (Baumeister et al., 2006). Baumeister et al. (2006) found evidence that regular mental and physical exercise increased self-regulation power (monitoring and avoiding faux pas) and also improved secondary areas like personal finance or diet. Kitchen work is already highly physical - a plus. HBK can further activate self-regulation by recognizing those members that demonstrate restraint. Teaching staff can further talk about their own self-regulation practices and anchor the concept within the *Perceptions / Reality* lesson and *Interviewing Practice* (where Katie Peabody prepares the members for job interviews).

Behavioral skills. Two behavioral skills could be especially helpful to HBK members.

Effective **goal-setting** could help keep members on track towards their longer-term aspirations. Specific, measurable, and time-bound goals are most effective (Latham & Locke, 1991). In addition, goal achievement is bolstered when people (1) clearly imagine their goal, (2) clearly imagine the main inner obstacle to their goal, and (3) formulate a specific “if-then” plan to overcome this obstacle (e.g., “if I see something I like in a shop but it’s too expensive, I will walk right by it without touching it”) (Oettingen, 2000; Oettingen & Renninger, 2016). HBK can promote effective goal-setting by encouraging if-then planning for daily goals and in the *Financial Goals* lesson, using the technique described at <http://www.woopmylife.org>.

Building **positive and intentional communication** between individuals supports well-being (Fredrickson, 2009; Seligman, 2011). Positive emotions co-experienced with others is connected to better mental and physical well-being (Fredrickson, 2009; Seligman, 2011). Active Constructive Responding (ACR, versus passive and destructive communication) is a technique to share positive emotions between individuals and strengthen relationships through positive responses (Reivich, Seligman, & McBride, 2011). Appendix F sets out details of an activity to teach ACR. HBK can activate positive communication through positive feedback to members, role modeling, and anchoring the activity to the *Perceptions / Reality* lesson.

Awareness and use of character strengths

Most people are unaware of their own strengths (Hill, 2001, as cited in Rettew & Lopez, 2009). Interventions that help people recognize and apply their strengths build **resilience**. Knowledge and use of strengths is associated with self-efficacy, optimism, hope, and personal growth initiative (a measure of various skills for self-improvement, which has been associated

with seeing stressors as opportunities for growth (Robitschek et al., 2012)) (Ghielen et al., 2018; Govindji & Linley, 2007; Meyers and van Woerkom, 2017; van Woerkom and Meyers, 2019). Greater use of strengths has also been found to be associated with subsequent reductions in perceived stress (Wood et al., 2011).

Strengths interventions have also been shown to promote the other two objectives of the application plan. Interventions to recognize and use strengths promote **engagement** (Meyers & van Woerkom, 2017), as well as the closely related concepts of “work-as-calling” (Harzer & Ruch, 2016) and “harmonious passion” at work (Dubreuil et al., 2016; Forest et al., 2012). Strengths interventions can also contribute to social **connection**, including teamwork. Using strengths at work is associated with organizational citizenship and discretionary helping of colleagues (Kong & Ho, 2016; Lavy & Littman-Ovadia, 2017; Littman-Ovadia, Lavy, & Boiman-Meshita, 2017). In addition, there is evidence that strengths interventions increase group cohesion (Quinlan et al., 2015; Lee et al., 2016), possibly because greater awareness of strengths allows people to be less defensive in interactions (Steele, 1988).

Indigo Team recommends that HBK use the VIA framework of character strengths because of its large research base and cross-cultural validity (Peterson & Seligman, 2004) (Appendix G).

A useful overall structure for strengths-based practice is “**Aware-Explore-Apply**” (**AEA**) (Niemi, 2018) (see Appendix H for more ideas). The first step would be for members to identify and explore their strengths. A 10-15 minute VIA survey is available free in many languages at <https://www.viacharacter.org/survey/account/register>, and could be administered at or shortly after intake. The survey should be followed by debriefing – explaining how to interpret the results, e.g., that the top strengths that feel “easy, energizing, and essential” (often called

“signature strengths”) are our “go-to” strengths, and that strengths that appear lower in the ranking are not weaknesses, but just less preferred. If time is lacking, members might be introduced to just the list of character strengths (Appendix G) and identify their own strengths; such variations on survey-based interventions have not been studied rigorously, but it could be hypothesized that some of the benefits of awareness of one’s strengths would follow. Either way, it is useful to explore what resonates with members in their own words and how signature strengths manifest in life, and to continue with a discussion of how strengths can be used on the job, ideally making a plan for application (Niemic, 2018). This plan could involve finding a new way to use a signature strength every day—an activity that was shown to be particularly effective in increasing well-being (Seligman et al., 2005)

Following such an exercise (or even replacing it if time is scarce), **personal narratives** can be a useful way for people to explore their strengths. It is a “useful and practical entry point for strengths fluency” (Niemic, 2018, p. CSI9) for someone to reflect on a time when they were “at their best”, formulate this as a story, and take note of the strengths used. Listeners can be asked to spot the strengths in the story (which will also help the listeners’ understanding of strengths, and build social connections, especially if accompanied by Active Constructive Responding (see above)). Members could also practice spotting strengths in HBK staff and role models, e.g. alumni.

HBK could introduce such strengths activities as part of the *Getting to Know You* activity (where members introduce themselves to each other) or *Interviewing/Personal Brand* lesson (where members practice interviewing for a position and communicating their strengths and experience), in coaching sessions, and informally throughout the day.

Team building

Humans are ultra-social creatures and need social connection to thrive (Haidt, Seder, & Kesebir, 2008). As noted above, connection also builds engagement and resilience. Team-building offers a way of promoting social connections at work, as well as improving team performance, which would ease some of the daily stress and friction: as the slogan goes, Together Everyone Achieves More.

The HBK training program itself is a shared collective experience between staff and members - actualizing positive resonance of shared affect, mutual concern, and synced behavior which enhances well-being and social connection (Frederickson, 2013). This positivity may show in different ways like increased trust in teammates, increased comfort in being part of a team, and more certainty that the group can accomplish their targets (Edmondson, 2019). Groups that hold team building exercises have better cooperation: they connect, integrate, and handle discord better. Team building exercises directed at setting goals, defining roles, or promoting psychological safety offer the greatest pay off (Edmondson, 2019).

Suggestions to consider include:

- The narratives intervention suggested above under Character strengths, which can be carried out as “positive introductions”, early on as members are getting to know each other,
- Taking a class photo early on as a reminder of organizational togetherness,
- Bringing back the end of day “feedback board”, in which members give each other positive feedback (perhaps rebranded as Good Citizen Spotting),

- Narrative storytelling around favorite multicultural food memories, providing members an opportunity to share their personal history in HBK program settings, sparking communal dialogue increasing team rapport,
- Eating together (not in cliquish settings that may segment out certain members), which was found to be a central component of effective team operations among firefighters (Kniffin et al., 2015),
- Additional group projects: Group sharing of stories of (1) High Quality Connections (moments of vital and mutual connection) which serve to build employee engagement, health, creativity, and resilience (Stephens, Heaphy & Dutton, 2011) and (2) Life Meaning discussions that highlight virtues and signature strengths that connect with things much greater than you (Seligman, 2004),
- Alumni buddy systems,
- Writing and sharing short, inspirational 10 word purpose statements,
- Further activities noted in Appendix I.

Meaning and purpose

A sense of meaning and purpose in the job supports resilience directly, as noted above, and also has potential to promote work engagement (Wrzesniewski, 2003) and connection if the purpose is shared (Carmeli, 2005). HBK has two special built-in assets in this regard that it could consider leveraging even more powerfully: food and the prestige of the HBK brand.

Food is powerful. It is life-giving, forges our memories, and enables our communities, and making it for others (as is the province of women in many cultures) is meaningful work (Rozin, 2005). HBK staff can continue to help members establish a vision of how the daily tasks of culinary prep fit into broader, more meaningful purposes—that is, members are not just

learning food prep to get a job, but are providing sustenance to a host of individuals who find value in food. An additional step would be to ensure exposure to satisfied customers (directly or through the intermediary of stories from alumni or guest chefs). Grant (2008) found that contact with beneficiaries was important in motivating workers in prosocial jobs.

HBK is recognized as a leader in empowerment through the culinary arts and is a natural source of organizational pride (Gouthier & Rhein, 2011). The greater an organization's perceived external prestige, the greater employees' affective commitment to it (Carmeli, 2005), defined as employees' emotional attachment, identification, and involvement with the organization (Allen & Meyer, 1990). The more committed individuals feel, the more individuals engage in proactive behaviors associated with work engagement, such as voice, innovation, and personal initiative (Thomas et al., 2010). The implication for HBK is that a focus on the power of HBK's brand may be of value internally as well as externally. HBK can weave its impact and brand value into the *Personal Brand* context so members attune to the HBK legacy.

Reading literature, reviewing testimonials, watching videos that highlight HBK's prominence, or being exposed to posters featuring quotes from successful alumni may aid members with honoring the brand and internalizing a personal commitment to excellence. When employees internalize personal accountability, they depend not on leaders but on themselves for their work experience; Duncan (2018) describes leaders as material to employee experience, but maintains that employee self-efficacy and responsibility for their own experience is of greater significance.

Implementation

As noted, the intention is for HBK staff to adapt the proposed interventions to the specifics of the population they serve and to the details of their program, with some recommendations for placement from Indigo Team. A few general guidelines follow.

Unsurprisingly, more is better, but something is probably better than nothing. More time spent on an intervention generally yields greater results (e.g., Smith et al., 2018, for resilience interventions). But there is some evidence that brief interventions can be effective too, as demonstrated in particular for strengths interventions (e.g., merely doing the VIA survey and watching a 10-minute debriefing video (Butina, 2016)).

In alignment with HBK's training methods, delivery mechanisms involving one-on-one interaction (coaching) and classroom training are likely more effective than online interventions (as was shown in the domain of resilience by Vanhove (2016)).

Integrating the targeted skills and behaviors across an organization's culture matters too. A "strength-based psychological climate", for instance, where members and staff incorporate and emphasize strengths into day to day language (versus weaknesses), is itself associated with better job performance and greater organizational citizenship (van Woerkom & Meyers, 2015).

Expected outcomes and limitations

When the time comes, Indigo Team is hopeful that these select interventions, adapted by HBK staff, will have a positive impact on member resilience, engagement, and connection, to improve performance and well-being during HBK training and on the job. Furthermore, we have sought to attune interventions to staff bandwidth limits to boost their well-being as well as the likelihood of experimentation in training. Suggestions for ways of monitoring the effectiveness of this plan are provided in Appendix K.

Limitations to this plan are several. Relevant research is largely based on WEIRD (Western, Educated, Industrialized, Rich, Democratic) samples and therefore unproven directly on marginalized populations. Moreover, the need to adapt interventions to HBK's time and bandwidth constraints may lessen their effectiveness. Interventions have the potential for backfiring, where an intervention may harm instead of help in unexpected manners (e.g., does real time resilience focus unduly on fixing the person rather than the system of bias/abuse?). Our application plan does not address systemic issues that directly affect HBK members: the culture of abuse and harassment in the restaurant industry, income inequality/fair minimum wage, affordable healthcare and childcare, and immigration policies. Lastly, the bias of self-report measures in our measures and evaluation recommendation (Appendix K) may skew measured outcomes.

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Appendix A - HBK's Work-in-Progress Professional Readiness Curriculum

Hot Bread Kitchen – Curriculum/Week 1-5

Meditation
Team Charter
Work Expectations
Intro to Feedback
Fixed Feedback Board
Tell Me About Yourself/Strengths Worksheet Activity
Dress for Success
Regroup + Q&A
Personalization (Bullying + Conflict + Allyship)
Barriers to Work
Alumni Speakers
Affordable Housing
Childcare Lesson
Getting To Know You Activity
Open Forum + Q&A
Economic Mobility
Financial Goals
Banking
Career Goals
Dress for Success
Getting To Know You/Interview Practice
Personal Branding
Professional Work Attitude
Field Trips
Hiring Partner Mock Interview
Funder Mock Interview
Capital One Credit
Onboarding
Savings and Your check
Pot Luck

Hot Bread Kitchen – Work-in-Progress Professional Readiness Curriculum

| Week | Day | Time | Activity | Who? | Who? | Time | Activity | Who? | Edits | To Do's: | |
|--------|---------|-------------|--------------|---|-------------------|------------------|--------------------------------------|---|--|------------------------------|--|
| Week 1 | Tuesday | Fixed Start | 5-10 minutes | Meditation | Michelle | Fixed Start | 5-10 minutes | Meditation | Michelle | Develop ROS for each day | |
| | | | 5 minutes | Check in | Michelle + Sujata | | 5 minutes | Check in | Michelle | Lessons to be developed | Develop objectives for each day |
| | | | 5 minutes | Days Objective Team Charter - review non-negotiables | Michelle | | 5 minutes | Days Objective Team Charter - review non-negotiables | Michelle | Lessons to be changed | Develop objectives for each day |
| | | | 5 minutes | Work Expectations | Katie + Wai | Thursday | 5 minutes | Days Objective Team Charter - review non-negotiables | Michelle + Emma + Sonam | Optional Lessons | Lessons would be developed if members are not engaged in the P.M |
| | | | 10 minutes | Intro to Feedback | Michelle | | 1 hour 30 minutes | Personalization (Bullying + Oppress + Allyship + Stigma + Work Space - asking what are they, how do they impact work) | Michelle + Emma + Sonam | | |
| | | | 35 minutes | Fixed Feedback Board | Michelle + Wai | | 20 minutes | Days Activity | Michelle + Emma + Sonam | | |
| | | | 2 minutes | Create Team Charter | Michelle | | 30 minutes | Lunch | n/a | | |
| | | | 35 Minutes | Rgroup + Q&A | Michelle | | 30-45 minutes | Alumni Speaker | TBD | | |
| | | | 20 minutes | Meditation | Michelle | | Break Out Session- How much time ??? | Affordable Housing Childcare Lesson | Michelle + Emma + Sonam | | |
| | | | 5-10 minutes | Check in | Michelle | | 5 minute | Physical Activity | Michelle | | |
| Week 2 | Tuesday | Fixed Start | 5-10 minutes | Meditation | Michelle | Fixed Start | 5-10 minutes | Meditation | Michelle | Getting to know you activity | |
| | | | 5 minutes | Check in | Michelle | | 25 minutes | Open Forum + Q&A | Michelle | | Open Forum + Q&A |
| | | | 5 minutes | Days Objective Team Charter | Michelle | | 15 min | Check in | Michelle | | |
| | | | 5 minutes | Tell Me about Yourself/Strengths (30 minutes) | Michelle + Katie | Thursday | 5 minutes | Days Objective | Sujata | | |
| | | | 2.5 hours | Dress for Success (Mock Interviews) | Michelle + Katie | | 10 minutes | Economic Mobility | Sujata + Michelle + Emma + Sonam? + Katie? | | |
| | | | Activity | Hand out fill in the blank worksheet (5 minutes) - discuss (5 minutes) - to complete and discuss by Thursday/ | Michelle + Katie | | 40 minutes | Financial Goals | Sujata + Michelle + Emma + Sonam? + Katie? | | |
| | | | 20 minutes | Rgroup + Q&A | Michelle + Katie | | Banking (unbanked vs. banked) | Success for staff to facilitate small groups | Michelle + Emma + Sonam | | |
| | | | Fixed End | 20 minutes | Rgroup + Q&A | Michelle + Katie | 5 minutes | Career goals | Michelle + Emma + Sonam | | |
| | | | Fixed End | 20 minutes | Rgroup + Q&A | Michelle + Katie | 1 hour | Dress for Success (HBK staff to facilitate small groups) | Michelle + Emma + Sonam | | |
| | | | Fixed End | 20 minutes | Rgroup + Q&A | Michelle + Katie | 5 minute | Getting to know you/ Interview Practice | Michelle + Emma + Sonam | | |

Hot Bread Kitchen – Work-in-Progress Curriculum - Example Lesson 1

Professional Work Attitudes¹**Role Play:** Terrible work attitude

WHY: As an employee, your attitude at work contributes to your work environment and how you get along with your co-workers and supervisors. A positive attitude can improve morale and increase productivity for all. The purpose of this activity is to generate a discussion about workplace attitudes (of both supervisors and co-workers) and how these attitudes impact those around us.

→ **Adapt, Communicate, Teamwork**

Directions:

1. Imagine it is your first day on a new job.
2. Discuss what you would do to make a good impression on your co-workers and supervisors [make a list for all to see].
3. Why might it be important to make a good impression on your first day?
4. Divide the larger group into smaller groups. Each group will work together to offer advice on an issue related to Joanna, a prep cook at a restaurant (see activity).
5. Read the story aloud, one section at a time. Pause after each section and ask each group to confer and share their collective answer/solution to the question at hand.
6. Each group should be given the opportunity to offer their advice first, followed by any additional and new advice from any of the other groups.

Conclusion: Ask the group to describe Joanna's work attitude.

1. What do you think would be the most difficult part of being Joanna's supervisor?
2. How can a supervisor or boss affect your job performance?
3. How can co-worker attitudes affect your job performance?

¹ Modified from: <https://www.dol.gov/odep/topics/youth/softskills/softskills.pdf> page. 121

Hot Bread Kitchen – Work-in-Progress Curriculum - Example Lesson 2

Perception vs. Reality

WHY: Perception is one's ability to see, hear, or become aware of something through our senses. It is a way of understanding or interpreting something. Sometimes the way we perceive the actions or statements of those around us may or may not reflect what is actually intended. This is generally due to our previous life experiences and/or what we believe. The purpose of this activity is to get participants to reflect on and consider different perceptions and how to be proactive in making decisions based on those perceptions.

Directions: Divide cohort into groups. Give each group a zoomed in picture of an object. Ask each group to identify what the object is. Debrief as a group again and then give them the zoomed out picture.

Questions:

1. Is there any difference in the events as they were described?
2. What is the critical factor in the different ways each person reacted?
PERCEPTION!
3. Raquel believed that her supervisors actions were totally unfair – and Katrina believed her supervisor was generally fair.
 - a. Why might each person perceive the situation differently?

Conclusion:

1. How might different people react to these situations?
2. What are some of the strategies you might use when faced with a situation similar to the ones in this activity.
3. Is there always a right or wrong way to respond?
4. Are there certain things you should always try to do? If so, what are they?

Optional: Discuss coping mechanisms

Appendix B - ABCDE Activity to Increase Resilience and More Optimistic Explanatory Language

Learning Objectives

- Learn the ABCDE tool to address counterproductive thinking.
- Practice applying the tool to a challenging situation.
- Experience the benefits of the ABCDE tool to increase constructive thinking.
- Understand the value of strategies to change counterproductive thinking.

Source: Reivich and Shatté (2002, p. 75, 90)

| Duration | Instructions | Learning Objective |
|----------|--|--|
| 5 mins | <p>SAY: How we interpret events and situations may be counterproductive and erroneous if we are under stress. And counterproductive thoughts and negativity can affect our health, relationships, and work performance. The mind takes bad shortcuts sometimes especially with our “hot button” issues (fairness, recognition, etc.)</p> <p>[PAUSE and ask for reactions]</p> <p>SAY: ABCDE is a step by step process to break down the shortcut like an investigator and look for other factors in the situation in order to take healthier action or reinterpret events in a productive way.</p> <p>ABCDE stands for our Beliefs about Adversity affect the Consequent emotions and actions. Disputing the belief with evidence leads to Energy and positive action.</p> | Provide overview of ABCDE purpose and benefit. |
| 15 mins | <p>ASK: Would you like to try out this tool? Think about a challenge you face. Describe only the facts.</p> <p>ASK: Now tell me what are the beliefs you hold about the challenge - these are your innermost comments that you may be uncomfortable to share out loud but are</p> | Walk through the ABCDE framework. |

| | | |
|---------------|--|--|
| | <p>your uncensored thoughts, fears, anxieties, and upset related to the challenge. Examples may be: <i>This is not going to work out. I'm a bad mother. I'm a failure. The world is against me.</i></p> <p>ASK: Now reflect and share - what are you feeling about the situation? Are you feeling angry, shame, embarrassment? What do you want to do about it? Do you want to withdraw, become silent, fight back?</p> <p>SAY: Now let's move onto the D and the E of the tool.</p> <p>ASK: What are other possible causes for the situation? What else might be going on? What is a more realistic explanation?</p> <p>Fill in the blank: My belief is not true because _____.</p> <p>ASK: Given these new possibilities, what would you like to do? How is your fresh thinking? How are you feeling now?</p> | |
| <p>5 mins</p> | <p>ASK:</p> <ul style="list-style-type: none"> ● What worked? ● What could have been better? ● What have you learned from this activity about your thinking? ● How will you keep this learning alive day to day? | <p>Wrap up and identify next steps</p> |

Appendix C - Noticing Thinking Traps and Using Real-Time Resilience

Learning Objectives

- Learn about Thinking Traps and Real-Time Resilience as a tool to address counterproductive thinking.
- Apply the tool to a challenging situation.
- Experience the benefits of Real-Time Resilience to increase constructive thinking.
- Understand the value of strategies to change counterproductive thinking.

Activity Duration: 5 - 30 mins working in pairs or trios

1. 5 mins: Coachee identifies a challenging situation.
2. 10 mins: Coachee identifies 3-5 thinking traps (hot button issues or negative inner thoughts). The tables below are interrelated. Use the approach that suits you.
3. 10 mins: Coach asks Coachee to complete the response stems in the real-time resilience strategies.
4. 5 mins: Group debriefs activity.

| Thinking Trap | Sample Inner Thought | Consequence | Mental Cue/ Critical Question |
|------------------------|--|---------------------------|--|
| Jumping to conclusions | <i>This slicing/kneading/cooking sucked.</i> | Impulsivity | Slow down – what is the evidence |
| Mind reading | <i>Can't they tell I am tired? I just know what they are thinking.</i> | Decreased communication | Speak up – did I ask for information? |
| Personalizing | <i>I'm just dumb. I am a loser.</i> | Sadness, Guilt/withdrawal | Look outward – how did others or circumstances contribute? |
| Externalizing | <i>No one can succeed in this market. My leaders suck.</i> | Anger and aggression | Look inward – how did I contribute? |
| Overgeneralization | <i>I'm a bad mother. He's always selfish. They are just lazy.</i> | Quitting | Look at behavior - is there a specific behavior that explains the situation? |

| | | | |
|-------------------------|--|---------------|--|
| All or nothing thinking | <i>Second place is first loser; failure.</i> | Perfectionism | Shades of grey – what nuance am I missing? |
|-------------------------|--|---------------|--|

Sources: Reivich & Shatté, 2002; K. Reivich, personal communication, March 7, 2020.

| |
|---|
| <p>In the moment real-time resilience:</p> <ol style="list-style-type: none"> 1. How accurate is my thinking? <i>A more accurate way of seeing this is ...</i> 2. What is counterevidence? <i>That’s not true because ...</i> 3. What is realistic? <i>A more likely outcome is ... and I can do ... to deal with it.</i> |
|---|

Sources: Reivich & Shatté, 2002; K. Reivich, personal communication, March 7, 2020.

| | |
|---|---|
| In advance real-time resilience: | |
| List evidence | <i>That’s not true because ...</i> |
| Goal planning | <i>If X happens, I will Y ...</i> |
| Reframe | <i>A more productive way to see this is ...</i> |
| Identify what you can control | <i>One thing I can control ...</i> |
| Harness Signature Strengths | <i>I can use my character strength X to ...</i> |

Sources: Reivich & Shatté, 2002; K. Reivich, personal communication, March 7, 2020.

Appendix D - Counting Blessings

Learning Objectives:

- Practice gratitude to enhance optimism

Activity Duration: 5-10 mins, alone, in pairs or in groups, live or at home

Regularly reviewing the good things in one's life has been shown to enhance optimism. Emmons & McCullough (2003) asked people (students) to respond to the following prompt once a week for 10 weeks: *"There are many things in our lives, both large and small, that we might be grateful about. Think back over the past week and write down on the lines below up to five things in your life that you are grateful or thankful for,"* and found that they were significantly more optimistic regarding expectations for the next week than people who responded to a similar prompt asking them to write about *"some of the events or circumstances that affected you in the past week"*.

HBK could encourage members to keep a "blessings journal" at home, essentially replicating the prompt above, or—in an extension of the writing interventions that have been studied, adapted as needed to the culture and time constraints of members—encourage private or shared recollection of things to be grateful for at the end of the work day.

Appendix E - Building Emotional Intelligence with RULER and a Mood Meter

Learning Objectives:

- Learn about the RULER framework and Mood Meter.
- Practice applying the RULER process to manage emotions.
- Practice using the Mood Meter to build emotional vocabulary.
- Understand the value of emotional intelligence on the job and for well-being.
- Increase emotional intelligence within a cohort.

Activity Duration: 5 - 30 mins working in pairs or trios

1. 5 mins: Facilitator reviews the definition of emotional intelligence and RULER below.
2. 5 mins: Facilitator reviews the mood meter, highlighting examples of high/low pleasantness/energy emotions.
3. 10 mins: Pairs or trios take turns naming their current mood.
4. 5 mins: Facilitator debriefs activity with the group.

Source: Retrieved from the RulerApproach.org / Yale Center for Emotional Intelligence

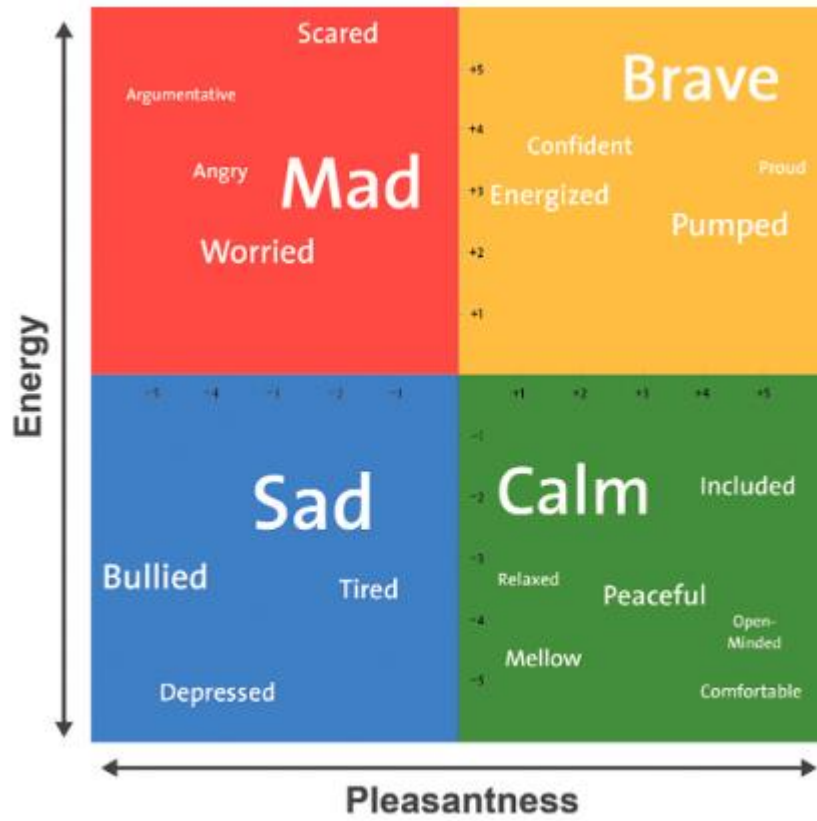
THE SKILLS OF EMOTIONAL INTELLIGENCE

| | |
|-----------------------|---|
| R U L E R | <p>RECOGNIZING emotions in oneself and others</p> <p>UNDERSTANDING the causes and consequences of emotions</p> <p>LABELING emotions with a nuanced vocabulary</p> <p>EXPRESSING emotions in accordance with cultural norms and social context</p> <p>REGULATING emotions with helpful strategies</p> |
|-----------------------|---|

Research shows that **RULER** skills help people of all ages to use emotions wisely, opening opportunities for us to succeed in school, at work, and in life. These skills are both personal and social, such that a network emerges with positive changes reinforced.

Mood Meter framework to categorize emotions and learn new ones

Source: Retrieved from <https://www.naeyc.org/> - National Association for the Education of Young People



Appendix F - Choosing Active Constructive Responding

Learning Objectives:

- Learn about Active Constructive Responding.
- Practice applying Active Constructive Responding to a situation.
- Experience the interpersonal benefit of Active Constructive Responding.
- Understand the value of positive emotion for interpersonal well-being.
- Increase positive emotion and connection within cohort.

Activity Duration: 5 - 30 mins working in pairs or trios

1. 5 mins: Facilitator reviews the example below.
2. 5 mins: Facilitator collects 5-7 examples from the class of good news.
3. 20 mins: Pairs or trios take turns responding to the example good news using the different responding styles.
4. 5 mins: Facilitator debriefs activity with the group.

Four Styles of Responding: Someone shares good news that they got a new job in culinary.

| | |
|--|---|
| <p>Active constructive response:</p> <p>That’s great. What’s the new job? When do you start? How did you get it? How do you feel?</p> | <p>Passive constructive response:</p> <p>That’s nice.</p> |
| <p>Passive destructive response:</p> <p>I got a funny email from my sister - listen to this...</p> | <p>Active destructive response:</p> <p>So who’s going to take care of the kids? I wouldn’t trust a babysitter or your family. There are so many horror stories of abuse when the parents are not home.</p> |

Source: Reivich et al. (2011)

Appendix G - The VIA Classification of Character Strengths



VIA Classification of Character Strengths and Virtues

Virtue of Wisdom



Creativity
Original, adaptive, ingenuity, seeing and doing things in different ways



Curiosity
Interest, novelty-seeking, exploration, openness to experience



Judgment
Critical thinking, thinking through all sides, not jumping to conclusions



Love of Learning
Mastering new skills & topics, systematically adding to knowledge



Perspective
Wisdom, providing wise counsel, taking the big picture view

Virtue of Courage



Bravery
Valor, not shrinking from threat or challenge, facing fears, speaking up for what's right



Perseverance
Persistence, industry, finishing what one starts, overcoming obstacles



Honesty
Authenticity, being true to oneself, sincerity without pretense, integrity



Zest
Vitality, enthusiasm for life, vigor, energy, not doing things half-heartedly

Virtue of Humanity



Love
Both loving and being loved, valuing close relations with others, genuine warmth



Kindness
Generosity, nurturance, care, compassion, altruism, doing for others



Social Intelligence
Aware of the motives and feelings of oneself and others, knows what makes others tick



Teamwork
Citizenship, social responsibility, loyalty, contributing to a group effort



Fairness
Adhering to principles of justice, not allowing feelings to bias decisions about others



Leadership
Organizing group activities to get things done, positively influencing others

Virtue of Justice

Virtue of Temperance



Forgiveness
Mercy, accepting others' shortcomings, giving people a second chance, letting go of hurt



Humility
Modesty, letting one's accomplishments speak for themselves



Prudence
Careful about one's choices, cautious, not taking undue risks



Self-Regulation
Self-control, disciplined, managing impulses, emotions, and vices

Virtue of Transcendence



Appreciation of Beauty & Excellence
Awe and wonder for beauty, admiration for skill and moral greatness



Gratitude
Thankful for the good, expressing thanks, feeling blessed



Hope
Optimism, positive future-mindedness, expecting the best & working to achieve it



Humor
Playfulness, bringing smiles to others, lighthearted – seeing the lighter side



Spirituality
Connecting with the sacred, purpose, meaning, faith, religiousness

Appendix H - Aware / Explore / Apply Character Strengths

Learning Objectives

- Deepen awareness of your own strengths.
- Practice recognizing strengths in yourself and others.
- Practice applying strengths in new ways.

Activity Duration: Combine some of the options below for a total of 5 - 30 mins, working in 1:1 coaching or cohort pairs / trios

Source: Niemiec, 2018

Aware

- Take the VIA survey
- Share a peak experience and recognize what strengths show up

Explore

- Describe your 5 Signature Strengths in your own words in 1 minute each
- Describe your best possible self and what strengths are used
- Strengths spotting – spot a strength in someone, explain the behavior you see, share appreciation for those behaviors
- You at your worst – what strengths are in optimal use / overuse / underuse

Apply

- Plan to use a Signature Strength in a new way
- Prime yourself using a strength before an event or experience
- Anchor to a second strength when you are overusing / underusing another

Appendix I - Team Building

Team Building Activity Steps (Source: Miller, 2015)

Step 1. Select a good team activity (see following section for ideas). It is crucial to have a clear team-building objective. Clearly decide what you want the team to learn or accomplish: e.g. attainability, relevancy and applicability to team member status. Activity experience should be reinforced after the exercise.

Step 2. Prepare for team activity. Read through the activity, be clear on goals and outcomes. Envision the activity occurring successfully. Anticipate potential problems: visualize the activity with your team. Review internally potential roadblocks.

Step 3. Explain activity to the team. A brief introduction can prepare members for involvement: knowing the why, describing roles and expectations. Set the mood: learning and fun. Explain the reason for engaging in the exercise. Note steps or rules.

Step 4. Make sure the team understands the activity: Ask “What questions do you have?”. To ensure awareness, ask questions that help the team digest the activity: “How long do you have to complete this?”

Step 5. Allow the team to do the exercise. Observe. Guide and pivot when necessary. Inspire and support. Be open to bring clarity to steps. Look for issues to talk about in the debrief.

Step 6. Debrief. Critical part of team-building activity. Here solid questions can guide members to tie in the activity experience with training practices as well as potential future behavior on the job. Ask questions which can lead the team to expected outcomes. When sharing questions, look at the team and be quiet or write queries on index cards. Let a member respond prior to calling on someone. Watch for affirmative body language: grins, nodding heads, etc. related to member responses. Repeat and briefly summarize each answer offered.

Step 7. Reinforce the learning of the training sessions and its relation to future job preparedness. Keep the members directed to behaviors reinforcing the type of team you are trying to foster.

Team Building Elements (Source: Miller, 2015)

Communication: Listening and Influencing

Connecting: Getting to Know Each Other

Cooperation: Working Together as a Unit

Coping: Dealing with Change

Creativity: Solving Problems Together

Teamwork: Appreciating and Supporting Each Other

Team Building Exercises (Source: Tweak Your Biz, 2018)

1. Helium Stick – Deceptively simple teamwork activity. Form two lines facing each other. Lay a long, thin rod on the group's index fingers. Goal: Lower to ground.
2. Toxic Waste – A popular, engaging small group activity. Equipped with a bungee cord and rope, a group must work out how to transport a bucket of “Toxic Waste” and tip it into the neutralization bucket. This activity can be used to highlight almost any aspect of teamwork or leadership.
3. MineField – Objects are scattered indoors and outdoors. In pairs, one person verbally guides his/her partner, a blindfolded person, through the minefield.
4. Zoom – A group tries to create a unified story from a set of sequential pictures. The pictures are randomly ordered and handed out. Each person has a picture but cannot show

it to others. This activity requires patience, communication, and trying to understand from another's point of view in order to recreate the story's sequence.

5. **Keypunch** – A powerful team building exercise for medium sized groups. Participants must touch the randomly placed numbers, in sequence, within a given time frame in multiple attempts.
6. **Warp Speed** – A team building exercise based on the icebreaker “Group Juggle”. Groups are challenged to juggle as fast as possible. Invite the group to “tender” a time they can deliver.
7. **All Aboard!** – A classic team building activity in which a group is challenged to physically support one another in an endeavor to occupy an ever diminishing space.
8. **Survival Scenarios** – “Your plane crashed...your group needs to choose the 12 most useful items to survive...”
9. **Great Egg Drop** – Small groups design an egg package to save an egg from breaking when dropped. Plus a 30 second jingle to sell their package. Followed by the Great Egg Drop-Off.
10. **Group Mandala** – Group dynamics exercise. Each person is represented by an object. The objects are “cast” like dice and group members share their feelings and rearrange the objects.

Appendix J - Overview Presentation to HBK Training Staff

**Thriving
in a Stressful Environment**

Opportunities for HBK Members

Objective

Individual and team thriving
in the difficult, high-stress, multicultural kitchen environment

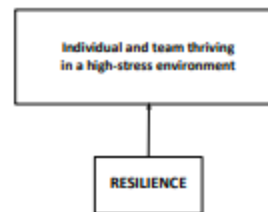
How?

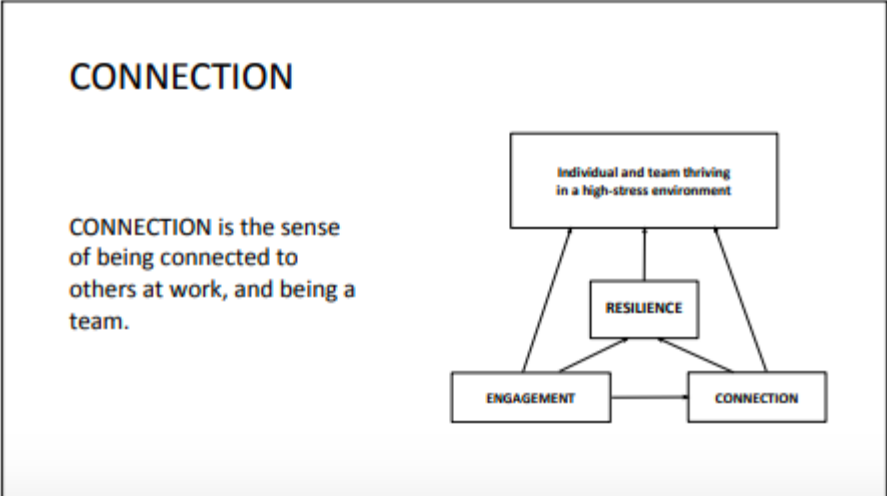
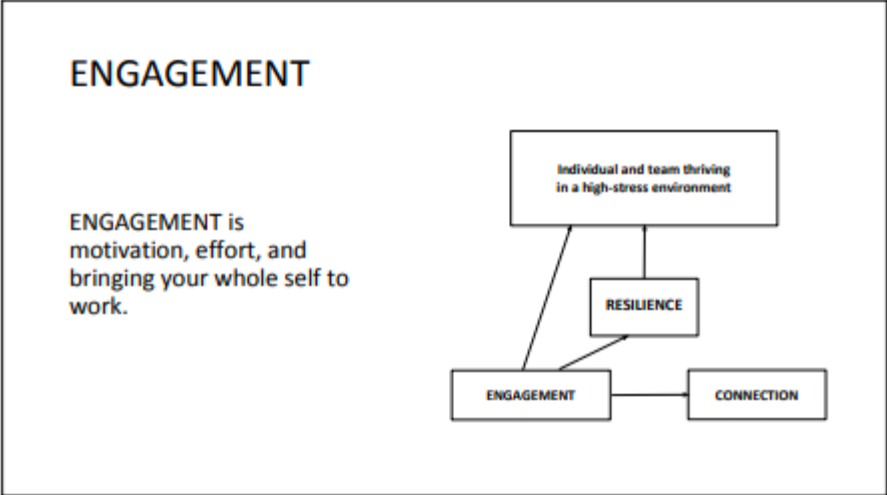
By building up:

- RESILIENCE
- ENGAGEMENT in the work
- CONNECTION to each other

RESILIENCE

RESILIENCE is the ability to overcome adversity and to grow from it.





Cultivating RESILIENCE, ENGAGEMENT, and CONNECTION

1. Thinking and behavior skills
2. Awareness and use of strengths
3. Team-building
4. Meaning and purpose in the job

Cultivating RESILIENCE, ENGAGEMENT, and CONNECTION

1. **Thinking and behavior skills**
2. Awareness and use of strengths
3. Team-building
4. Meaning and purpose in the job

1.a Thinking Skills

Adversity -> Belief -> Consequences

1.a Emotional Intelligence – Looking Inside

Recognizing, Understanding, Labeling one's own emotions

What am I feeling and why am I feeling this way?

- Learning about emotions
- Recognizing emotions in the moment:
 - Pausing and breathing
 - Mindfulness

1.a Emotional Intelligence – Looking Outside

Recognizing, Understanding emotions in others

Expressing emotions appropriately

What is *the other person* feeling and why are they behaving this way?

- Similar skills directed outwards

1.a Regulating Emotions and Behavior

Using ABC for self-regulation

- Recognize “Thinking Traps” = Jumping to conclusions without the necessary evidence
 - Eg: Catastrophizing, Externalizing, Mind reading, ...
- In stressful situations, use prompts to think more accurately:
 - Eg: “That’s not true because... A more likely outcome is... and I can... to deal with it”

1.a Optimism and Self-Efficacy

Optimism = expectation that good things will happen

Self-efficacy = expectation that I can make good things happen

Cultivating RESILIENCE, ENGAGEMENT, and CONNECTION

1. Thinking and behavior skills
2. Awareness and use of strengths
3. Team-building
4. Meaning and purpose in the job

1.b Goal Setting

Knowing one's goals and sticking to them

- SMART = Specific, Measurable, Achievable, Relevant, Time-bound goals
- "WOOP" = Wish, Outcome, Obstacle, Plan 1/

1/ More info at www.woopmylife.org

1.b Building Positive Communication

Knowing how to build strong relationships

- Active Constructive Responding

Cultivating RESILIENCE, ENGAGEMENT, and CONNECTION

1. Thinking and behavior skills
2. Awareness and use of strengths
3. Team-building
4. Meaning and purpose in the job

2. Recognizing Strengths

- Different kinds of strengths
 - “Character strengths” may be most useful
 - Drawing on virtues and strengths valued across cultures and history
 - Examples: curiosity, kindness, courage...
- Most people don’t know their strengths
 - ... And many don’t believe they even have strengths

2. Using Strengths

- Using one's top (signature) strengths is easy and energizing
- It is possible to use strengths within the context of any job

2. Why Recognize and Use Strengths

Recognizing and using strengths:

- Builds self-efficacy and resilience, reduces perceived stress
- Increases engagement
(finding work more meaningful)
- Increases helping behavior and group cohesion
(less defensiveness)

2. How to Recognize and Use Strengths

- Recognizing strengths:
 - Formal surveys
 - Storytelling
- Using strengths:
 - Think through how to use signature strengths more at work

Cultivating RESILIENCE, ENGAGEMENT, and CONNECTION

1. Thinking and behavior skills
2. Awareness and use of strengths
3. Team-building
4. Meaning and purpose in the job

3. Team Building

*Team building improves team performance
and fosters individual resilience*

Cultivating RESILIENCE, ENGAGEMENT, and CONNECTION

1. Thinking and behavior skills
2. Awareness and use of strengths
3. Team-building
4. **Meaning and purpose in the job**

4. Cultivating Meaning and Purpose

Two special assets:

HBK Pride
Food

Everything Works Together!



Key Takeaways for Everyday Interactions

- Pause & breathe / “what are you feeling?”
- “What are you thinking and do you have the evidence?”
- Positive feedback, “you can do it”
- Recognize/draw out strengths
- Relating to others: understanding emotions, responding appropriately
- Encourage effective goal-setting
- Promote friendship and team spirit
- Promote pride in HBK and in food

Appendix K - Proposed Measures and Evaluation

At the request of HBK given the survey fatigue of members, new measures and evaluation are limited to staff while existing metrics for members will be monitored for change.

Proposed process metrics

- Staff self-report surveys pre and post interventions using a 5 point Likert scale.
 - What I learned will help members in their job (perceived relevant)
 - What I learned will improve my resilience (perceived impactful)
 - What I learned will be easy to use (perceived feasible)
 - I plan on sharing what I learned with others (net promoter score)
- Other - assess at time 1 and time 2 (e.g., one week apart) to monitor durability of intervention with members:
 - Count frequency of member use of new vocabulary (e.g., strengths words per day)
 - Observational data - on a scale of 1-5, observation of member changes in resiliency, emotional intelligence etc.
 - If bandwidth allows, administering the Satisfaction with Life Survey (SWLS) and CD-RISC for resiliency changes. SWLS is a 5-item instrument designed to measure global cognitive judgments of satisfaction with one's life (Diener et al., 1985). CD-RISC is a 10-item Resilience Scale (Connor & Davidson, 2003)

Proposed outcome metrics

- **Existing HBK metrics:**
 - Attrition/dropout rates by day
 - Graduation rate
 - Job attainment

- Job tenure / impact interviews on the job
- Changes in existing member satisfaction surveys
- **New metric:**
 - Change in number of escalation calls from members to staff (e.g., “they took my chair therefore they disrespected me”). Member exposure to various micro-intervention practices over the five-week period may have resulted in positive behavior change. Reduced escalation calls is a measurement outcome that may highlight increased self-regulation and self-efficacy of members where team members were amenable and/or resolved conflicts amongst themselves, such that staff intervention was not warranted.