

In Today's Workshop We'll be looking at...

A. A Survey of Resilience Factors

B. Definitions of Resilience

C. Why Resilience?

D. Research on Resilience

E. A Case Study

F. Building on Your Resilience Profile

A. A Survey of Resilience Factors

Recognizing your Resilience:

Rate yourself from 1-5 for each ability (1 not at all, 5 mostly true):

A. Skills and Abilities

Even when situations are tough, I am able to ...

- | | | | | | | |
|-----|--|---|---|---|---|---|
| 1. | maintain a well-balanced diet | 1 | 2 | 3 | 4 | 5 |
| 2. | get sufficient sleep (average need 7 1/2hrs sleep) | 1 | 2 | 3 | 4 | 5 |
| 3. | get sufficient exercise (30 mins x 3 times a week) | 1 | 2 | 3 | 4 | 5 |
| 4. | take breaks from stress (through activities or rest) | 1 | 2 | 3 | 4 | 5 |
| 5. | socialize without drugs/ excessive drinking | 1 | 2 | 3 | 4 | 5 |
| 6. | be creative | 1 | 2 | 3 | 4 | 5 |
| 7. | solve problems calmly under pressure | 1 | 2 | 3 | 4 | 5 |
| 8. | break tasks down into smaller steps | 1 | 2 | 3 | 4 | 5 |
| 9. | adapt to change well | 1 | 2 | 3 | 4 | 5 |
| 10. | recover quickly from set-backs | 1 | 2 | 3 | 4 | 5 |

B. Maintain Network links

Even when situations are tough, I am able to ...

- | | | | | | | |
|-----|--|---|---|---|---|---|
| 11. | trust close friends | 1 | 2 | 3 | 4 | 5 |
| 12. | trust family | 1 | 2 | 3 | 4 | 5 |
| 13. | trust others | 1 | 2 | 3 | 4 | 5 |
| 14. | make caring and understanding friends | 1 | 2 | 3 | 4 | 5 |
| 15. | ask for help when I need it | 1 | 2 | 3 | 4 | 5 |
| 16. | understand how others feel | 1 | 2 | 3 | 4 | 5 |
| 17. | express my emotions while being sensitive to others
who care about me | 1 | 2 | 3 | 4 | 5 |
| 18. | help others | 1 | 2 | 3 | 4 | 5 |
| 19. | participate in a team | 1 | 2 | 3 | 4 | 5 |
| 20. | take the role of leader | 1 | 2 | 3 | 4 | 5 |

C. Perspective and Values

Even when situations are tough, I am able to ...

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 21. | see meaning in my life | 1 | 2 | 3 | 4 | 5 |
| 22. | have a realistic high self-esteem | 1 | 2 | 3 | 4 | 5 |
| 23. | see that I have a lot of control of my life | 1 | 2 | 3 | 4 | 5 |
| 24. | feel secure in myself | 1 | 2 | 3 | 4 | 5 |
| 25. | see the funny side even when things don't work out | 1 | 2 | 3 | 4 | 5 |
| 26. | delay gratification and manage impulses | 1 | 2 | 3 | 4 | 5 |
| 27. | see and accept different points of view | 1 | 2 | 3 | 4 | 5 |
| 28. | look realistically and hopefully at what I can do and I try my best | 1 | 2 | 3 | 4 | 5 |
| 29. | enjoy a challenge | 1 | 2 | 3 | 4 | 5 |
| 30. | live with uncertainty | 1 | 2 | 3 | 4 | 5 |
| 31. | take a broad coping perspective | 1 | 2 | 3 | 4 | 5 |
| 32. | learn from my mistakes | 1 | 2 | 3 | 4 | 5 |
| 33. | learn from the challenges I face in life | 1 | 2 | 3 | 4 | 5 |
| 34. | find satisfaction in my efforts | 1 | 2 | 3 | 4 | 5 |

Review scores for further exploration.

A.

Looking back over the highest scores, identify situations where you have used these strengths.

B.

Consider the range of strengths you used to manage your leaving cert/ past exams.

C.

Think about friends or family that hold particular strengths and what you might learn from them.

D.

A large number of low scores may reflect low self esteem, we have a number of tips you might try to increase your resiliency, and remember counselling support is also available.

B. Definitions of Resilience:

✦ **re.sil.i.ence** \ri-'zil-y*n(t)s\ 2:
**an ability to recover from or adjust
easily to misfortune or change**
Webster's English Dictionary

**'an ability to recover readily from illness, depression, adversity, or
the like; buoyancy'**. dictionary.com

Resilience Factors:

- ✦ Many studies show that the primary factor in resilience is having
caring and supportive relationships
- ✦ The capacity **to make realistic plans** and take steps to **carry them
out**
- ✦ **A positive view of yourself and confidence in your strengths
and abilities**
- ✦ Skills in **communication and problem solving**
- ✦ The capacity to **manage strong feelings and impulses**

Apahelpcenter.org

C. Why Resilience?

Myth: Children will have their Parents' problems

REALITY:

- ✦ For Children of a parent with Alcohol dependency the increase in risk is something like four times or five times normal, which works out at 15%.
- ✦ What can the 85% majority teach us about Resilience?
- ✦ 90% of the children of schizophrenics don't become schizophrenic; "

<http://www.psychologytoday.com/articles/pto-20001101-000047.html>

Desetta A., & Wolin S. (eds.), (2000) 'The Struggle to Be Strong: True Stories by Teens About Overcoming Tough Times,'

'For too long psychology had been focused almost exclusively on the Shadows of human existence.'

Csikszentmihalyi M. (1990) Flow: The Psychology of Optimal Experience
Harper & Row Pub.s New York

- ✦ **Research indicates Self-esteem takes a dip at many transitions, going to University can result in a dip in self-esteem.**

Swann,W.(1997) The trouble with change: self-verification and allegiance to the self.
Psychological Science 8 : 177-180

Resilience research may provide clues as to we can recover quickly from dips in self-esteem.

There's Good News!

✦ Resilience is not a trait that people either have or do not have.

It involves behaviors, thoughts, and actions that **can be learned and developed in anyone.**

apahelpcenter.org

And not so good news...

'resilience grows from a modicum of discomfort generated by necessary pressures at work.' page 278

Daniel Goleman(2006) Social Intelligence: The New Science of Social Relationships.
Bantam

Stress is a normal part of life.

Challenge + Support + Growth

Some of our best experiences happen under pressure.

Optimal Experience:

'when a person's body or mind is stretched to its limits in a voluntary effort to accomplish something difficult and worthwhile.'

- **'A sense of participation in determining the content of life.'** p.4

Csikszentmihalyi M. (1990) Flow: The Psychology of Optimal Experience
Harper & Row Pub.s New York

D. Supporting Research, (and some explanations and Tips)

The following section addresses each of the 34 factors in the survey.

A. Skills and Abilities

1-4 Healthy Lifestyle:

Good health

Compare your habits with the following:

Sleep – average need is 7hours 30 minutes

Diet – 3 meals a day...

Eat 5 servings of fruit and vegetables each day.

Eat 2 servings of oily fish weekly.

$$\text{BMI} = \frac{\text{Body weight in Kilos}}{\text{Height in metres squared}}$$

18.5 to 24.9 kg/m² is considered the optimal range.

Source: who.int/entity/cardiovascular_diseases/resources

Consider having a check-up with your GP if you are feeling low in energy.

3. Get Sufficient Exercise

Consider building exercise into your daily routine.

Walk / cycle when you can, instead of being stuck on the bus/DART.

It doesn't have to be very time consuming. People often find that they are tired from study, but too restless to sleep. This may related to an imbalance between low mental energy (study) and high physical energy (no exercise). A little exercise can help redress the balance.

Supporting Research:

A study compared the effects of a leading anti-depressant with jogging on depression.

After 4 months patients on either treatment were doing equally well.

After a year a significant difference had emerged, over a third of those on the antidepressant Zoloft had relapsed, **92%** of those jogging were still doing well.

Babyak, M., J.A. Blumenthal, et al., 'Exercise Treatment for Major Depression: Maintenance and Therapeutic Benefit at 10 months,'
Psychosomatic Medicine 62, no.5 (2000) 633-638

5. Socialize without drugs/ excessive drinking

Looking for a Social life beyond the pub/club scene?

You are in the right place, TCD has numerous clubs and societies that don't revolve around pubs/clubs. Taking up a new hobby is satisfying in itself and it's an easy way to get to know new people.

Weisz (2004) identifies the coping skill of detaching from deviant attachment figures and peer groups as an important factor in teen resilience.

Weisz, J.R. (2004) *Psychotherapy for Children and Adolescents : Evidence based treatments and case examples*. New York, Cambridge University Press.

6. Be Creative

Catching new ideas as they come to mind is an important aspect of the creative process.

Carry a notebook!

Otto Loewi dreamt of a new approach to a problem in cell biology. He wrote it down and returned to his sleep. The next morning he found his writing illegible. The following night the same insight came to him, this time he headed straight for the lab. His insight led him to win the Nobel Prize.

Challenging yourself with a 'structured failure system' can help you to explore new ideas.

Ultimate questions may not lead to solutions but can provoke creative thinking, i.e.,

- end world hunger in the next year.

The reasonable man adapts himself to the world; the unreasonable man persists in trying to adapt the world to himself. Therefore all progress depends on the unreasonable man. (George Bernard Shaw)

Frustration is a feeling that great artists and inventors experience in the creative process.

Properly handled, a process of trial and error can facilitate creativity **(32)**.

'Fortune favours the prepared mind'. – Louis Pasteur

Broaden your outlook, attend classes in areas you know nothing about.

Combining normally unrelated fields have led to many innovations including the Polaroid camera and Velcro. We all have creative powers, giving them time and attention is the key.

Dr. Robert Epstein, Psychology Today.com

7. Solve problems calmly under pressure

Step back from the heat of the moment.

Wherever possible, step back and take a minute of slow relaxed breathing before addressing a problem. It is hard to think straight under stress but only situations of immediate danger need an immediate response.

Faced with stress or a problem we have 4 choices:

1. Ignore it
2. Dwell on it
3. Respond impulsively to heightened emotions (Stress Response)

4. Try to work it out and learn from it

✦ Stress Response /

'Fight-freeze-flight' response – adrenalin-fuelled, Amygdala centered reaction responsible for 'life or death' situations, impulsive anger, panic attacks, risk taking and addictive behaviours.

✦ Think things through:

Calm analysis, incorporating thoughts, emotions and intuition creating a sense of control.

Managing and Solving Problems

Situation:

- What is the situation that has made me feel like this?...
- Avoidable? Changeable?

Options:

What are all the options available for coping and or changing the situation?

Consequences:

What are the consequences of each option?

Solution:

Choose the option you believe has the best consequences.

Goleman (1996) Emotional Intelligence: Why it can matter more than IQ,
London Bloomsbury

Supporting Research:

6000 Executives in London from major corporations followed a training course in heart rate coherence (relaxed slow breathing while watching a heart monitor 30 minutes daily).

Results after 1 month included an average reduction in blood pressure that equates with 9kg weight loss.

DHEA (youth hormone, doubled), Cortisol (stress hormone) declined by 23%.

Women had less premenstrual irritability, depression or fatigue.

After 3 months, the number of executives stressed 'often or almost all of the time' fell from 47% to 25%.

Symptoms of physical tension from 41% to 6%.

Insomnia from 34% to 6%.

Aches and pains from 30% to 6%. Anxiety from 33% to 5%.

Dissatisfied from 30% to 9%. Angry 20% to 8%.

Many reported that they could think more clearly, listen and have more productive meetings.

Barrios-Choplin, B., R.McCraty, et al.,

'An Inner Quality Approach to reducing Stress and Improving Physical and Emotional Well-Being at Work.'
Stress Medicine 13, no.3 (1997) : 193-201

After 2 weeks practice 64% of students passed a Maths test compared with only 42% of those who had not received training.

McCraty, R., ed., Science of the Heart: Exploring the Role of the Heart in Human Performance (Boulder Creek CA: Institute of HeartMath, 2001)
From Servan-Schreiber 'Healing without Freud or Prozac.'

8. Break Tasks down into Smaller Steps

Each step can be SMART ... This can encourage you by helping you see progress along the way.

- **Specific**
 - *Who: Who is involved?
 - *What: What do I want to accomplish?
 - *Where: Identify a location.
 - *When: Establish a time frame.
 - *Which: Identify requirements and constraints.
 - *Why: Specific reasons, purpose or benefits of accomplishing the goal.
- **Measurable** Ask How much? How many? How will I know when it is accomplished?
- **Attainable** Work out how you can make them come true
- **Rewarding** A goal can be both high and realistic
- **Timely** within a time frame or **Tangible**

9,10 recover well, adapt quickly

There are a number of ways to adapt to change and cope with challenges.

Where distressing situations are unavoidable consider focussing on the non-distressing features, ask for support and assertively challenge people who may be exacerbating the stressful situation. Challenge pessimistic or perfectionistic or threat oriented thinking and look for reasons for optimism.

Pg 35 Alan Carr, (2004) Positive Psychology the Science of Happiness and Human Strengths, Brunner Routledge, Hove and New York

Learning to forgive others

Greater stability and agreeableness and less neuroticism are associated with forgiving people.

Raskin, R. & Hall.C., (1979) A Narcissistic Personality Inventory, Psychological Reports 45 : 590

B. Network Links

11, 12, 13, 15. Trust and asking for help when I need it.

Asking for advice or help can be useful ways of building trust.

It is very important to ask for help at an early stage.

Tutors and Lecturers are experienced in giving students advice and support.

Supporting Research:

There seems to be a lot to gain in trying to trust others.

Research indicates that high level trust is associated reporting more subjective well-being, being trusted, being more ethical, perceived as more attractive to the opposite sex, and more desirable as a close friend.

Rotter, J. 1980 'Interpersonal trust, trustworthiness and gullibility,' American Psychologist 35: 1-7

14. make caring and understanding friends

The Most Common Ingredients:

Friendships between similar people (background, attitudes, interests, abilities, experiences) have been found to be generally deeper than between less similar.

16,17, 35 Emotional Intelligence

The term encompasses the following five characteristics and abilities:

1. **Self-awareness**--knowing your emotions, recognizing feelings as they occur, and discriminating between them
2. **Mood management**--handling feelings so they're relevant to the current situation and you react appropriately
3. **Self-motivation**--"gathering up" your feelings and directing yourself towards a goal, despite self-doubt, inertia, and impulsiveness
4. **Empathy**--recognizing feelings in others and tuning into their verbal and nonverbal cues
5. **Managing relationships**--handling interpersonal interaction, conflict resolution, and negotiations

The National Center for Infant Programs identified EI's importance in the Learning process over IQ or memory skills:

Confidence, Curiosity, Intentionality, Self-control, Relatedness, Capacity to communicate

Ability to cooperate.

Social Intelligence is defined in the following ways:

Social awareness: primal empathy, empathic accuracy, listening, social cognition,

Relationship management: synchrony, self-presentation, influence, concern

18. Ability to help others

Consider getting involved in a voluntary society in the college, whatever amount of time you can offer is likely to be greatly appreciated.

19. Team playing : Goleman (1998) lists the approaches associated with **good team players:**

- Balance a focus on task with attention to relationships
- Collaborate, sharing plans, information, and resources
- Promote a friendly, cooperative climate
- Spot and nurture opportunities for collaboration
- model team qualities like respect, helpfulness and cooperation
- bring members into active and enthusiastic participation.
- help build team identity, team spirit and commitment.
- protect the group and it's reputation and share credit for progress and achievement.

20. Goleman (1998) states that people who are competent Team leaders:

- Articulate and arouse enthusiasm for a shared vision and mission.
- Step forward to lead as needed, regardless of position.
- Guide the performance of others while holding them accountable
- Lead by example

Pg 216, 211 from Working with Emotional Intelligence, Daniel Goleman, Bloomsbury, 1998

C. Perspective and Values

21. Find meaning in life:

- List the relationships and experiences that matter most to you.
- Try to describe what aspects matter most to you.
- Look for books/films that explore this issue,
- One example is 'Man's search for meaning,' by Viktor Frankl.

22. A realistic high self-esteem 24. Secure in self

Parents foster high self esteem when they set clear attainable goals, accepting their strengths and weaknesses and supporting them in their efforts.

Life transitions can lead to dips or jumps in self-esteem. Acceptance, approval, interpersonal skills and achievement lead to higher self-esteem.

By challenging perfectionism and fully accepting positive feedback, we can build our Self-esteem.

Swann, W. (1997) The trouble with change: self-verification and allegiance to the self. *Psychological Science* 8 : 177-180

23. A Sense of Control in life:

Supporting Research:

Less responsibility and power can cause people to be less healthy and happy, the following study identified that more responsibility and power can lead to greater health and happiness. Residents in 2 of the 4 floors of a Nursing home were assigned to an increased responsibility group, while the other two floors continued to receive the high quality care they had previously received.

The increased responsibility group (8 men, 39 women) were asked to rearrange their room as they chose and were given a choice of plant to look after and to choose which night they would like to see a film.

The comparison group were told by the director of the home that, 'we feel it's our responsibility to make this a home you can be proud of and happy in and we'll do all we can to help you.'

Plants and time for viewing films were assigned to each person.

Residents and nurses were given questionnaires 1 week before and 3 weeks the study began.

Improved health and happiness were experienced by the increased responsibility group relative to the comparison group. After 18 months, 30% of the comparison group had died compared with 15% of the experimental group.

Langer, Ellen J., and Rodin, Judith (1976) The effects of choice and enhanced personal responsibility for the aged: A field experiment in an institutional setting, *Journal of personality and social psychology*, 34, 191-198.

25. See the funny side even when things don't work out

Spend time with friends, films, books, that make you laugh.

Put a comedian, or comic character in your situation, and ask yourself,

'What would Homer do?'

People with a greater propensity to use humour to cope show increases in level of salivary immunoglobulin A, an essential immune protein the body's first defence against respiratory illnesses (Dillon et al, 1985).

Dillon K., Minchoff, B., & Baker K.H., Positive Emotional States and Enhancement of the Immune System, *International Journal of Psychiatry in Medicine*, 15, 13-18

26. Delay Gratification

Delaying gratification enables people to persevere with work, diets or giving up smoking.

Longitudinal studies have shown the ability to delay gratification as preschoolers predicts their ability to self-regulate when they become teenagers

Mischel, W., Shoda, Y. & Peake, P.K. (1988)

The Nature of Adolescent competencies predicted by preschool delay of gratification. *Journal of Personality and Social Psychology*, 54, 687-699

27. See and accept different points of view

Tolerance, acceptance of different viewpoints is an important interpersonal skill that can foster friendship, empathy and creativity.

28. Look realistically and hopefully at what I can do and I try my best
29. Enjoy a challenge:

Flow Theory, Optimal experience

- Completely involved, focused, concentrating – with this either due to innate curiosity or as the result of training.
- Sense of ecstasy – of being outside everyday reality.
- Great inner clarity – knowing what needs to be done and how well it is going.
- Knowing the activity is doable – that the skills are adequate, and neither anxious or bored.
- Sense of serenity – no worries about self, feeling of growing beyond the boundaries of ego – afterwards feeling of transcending ego in ways not thought possible.
- Timeliness – thoroughly focused on present, don't notice time passing.
- Intrinsic motivation – whatever produces "flow" becomes its own reward.

To get there:

- set clear goals
- focus your attention
- look for ongoing feedback
- take on a task that is challenging and stretches you
- intrinsic rewards
- have a sense of personal control

Csikszentmihalyi, M., (2002) Flow: the classic work on how to achieve happiness
Rider, London

30. live with uncertainty

Acceptance and Growth

In order for us to develop we need to understand and accept where we are at first.

Acceptance is about understanding, not judging.

Acceptance is about realism not apathy.

An active approach involves accepting that bad things can happen and accepting that we have resources to help us understand and cope with them.

One exercise used by people experiencing chronic pain, follows relaxed breathing and involves scanning the body non-judgementally. This can enable people to recognize other physical sensations beyond the pain and thereby broaden their physical perceptions.

Examples of areas that may seem difficult to accept:

I will not be perfect.

People will not act as I want them too.

Bad things do happen.

My feelings, thoughts, behaviours are not always as I'd want them to be.

Not everyone is going to understand or accept me.

Acceptance of how we can face challenges:

In the long run, Trying is no more difficult than not trying (the consequences are usually better!).

I have been through a lot, I have good ways to cope.

I can look for support. I can get things wrong and keep trying.

31. A Broad Coping Perspective and Positive Emotions

Positive Emotions and Broadened Coping (considering multiple course of action to manage problems) have a reciprocal influence, leading to significant increases in well-being and functioning.

Fredrickson, B.L., & Joiner, T. (2002) Positive Emotions Trigger upward spirals toward emotional well-being.' *Psychological Science* 13, 172-175

32,33, 34. Learn from experience

Consider how you might adapt past strategies to the current situation.

Reflect on whether you have experienced stress/burn out due to maximal performance and consider what optimal performance might have been.

Principled negotiation

A key to forming and sustaining meaningful relationships is to have a common understanding of your needs and those of others.

Principled Negotiation is an approach which can be helpful in building friendships and good working relationships.

Principled Negotiation is contrasted below with Soft and Hard negotiation.

PRINCIPLED	SOFT	HARD
Solution Focused	Problem	Problem
Problem solvers	Friends	Enemies
Goal: wise outcome	Agreement at all costs	Victory at all costs
Separate people from problem	Make concessions	Demand concessions
Soft on people, Hard to problem	Soft to both	Hard to both
Independent of Trust	Trust others	Distrust others
Focus on interests Not positions	Change position easily	Dig in position
Explore interests	Make offers	Make threats
Avoid a bottom line	Disclose Bottom line	Mislead bottom line
Invent options For mutual gain	Accept 1 sided losses	Demand other sided losses
Develop Multi options	Search for their option	Search for your option
Objective criteria used	agreement essential	Own position essential
Result indep. Of will	Avoid contest of will	Win contest of will
Open to reasoning	Yield to pressure	Apply pressure

Fisher, Roger & Ury, William (1999)

'Getting to Yes: Negotiating an agreement without giving in.'

Random House Business Books, London

Building your Resilience Profile

Definition of a Resilience Profile:

A personalised set of coping and self-care techniques you have learned to help you deal with challenges you face in life.

List the potential stressors in the challenge you face at the moment:

Identify similar challenges you faced in the past:

List what you found helpful previously:

List what you found unhelpful previously:

Consider how you might adapt past strategies to the current situation:

Optimal versus Maximal performance:

Explore the spectrum of coping strategies, choose those which you feel you can add to your resilience profile:

University Life: A Balancing Act

- ✦ **Periods of concentration with relaxation and leisure time**
- ✦ **Disciplined learning approach and a playful approach to challenges and ideas.**
- ✦ **Logic and Realism with imagination.**
- ✦ **Being highly motivated, passionate and objective.**
- ✦ **Introversion and Extraversion.**

Csikszentmihalyi M. (1990) Flow: The Psychology of Optimal Experience
Harper & Row Pub.s New York

Striking a balance in your life may involve:

- ✦ **Allowing yourself strong emotions, and also realizing when you may need to avoid them at times.**
- ✦ **Try to deal with your problems promptly and also step back to reenergize yourself.**
- ✦ **Spending time with friends/family to gain support and encouragement, and also cope with people you have to deal with.**

We must free ourselves of the hope that the sea will ever rest. We must learn to sail in high winds.

- Hanmer Parsons Grant, an old philosopher, in a story by Leif Smith

Japanese poet Masahide eloquently expresses a resilient outlook:

Barn's burnt down...
Now I can see the moon

And Master Cheng Yen's prayer (Tzu Chi), asks for resilience:

I ask not for good health, but for an alert and discerning mind.
I ask not that things go my way, but that I have perseverance and courage.
I ask not for less responsibility, but for increased strength.
- Master Cheng Yen, Tzu Chi

Further Reading:

Carr, Alan (2004) *Positive Psychology: The Science of Happiness and Human Strengths* Brunner Routledge, Hove

Csikszentmihalyi M. (1990) *Flow: The Psychology of Optimal Experience*
Harper & Row Pub.s New York

Fisher, Roger & Ury, William (1999)
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Frankl, Viktor. (2006) 'Man's search for meaning,'
Beacon Press

Goleman, Daniel (1996) 'Emotional Intelligence: Why it can matter more than IQ,' London Bloomsbury

Goleman, Daniel (2006) 'Social Intelligence: The new science of human relationships,' Hutchinson, London.

Goleman, Daniel (1998) 'Working with Emotional Intelligence,' London Bloomsbury.

Seligman, Martin E.P. (2002) 'Authentic Happiness: Using the new positive psychology to realize your potential for lasting fulfillment.' NY. Free press

Servan-Schreiber, David (2005) 'Healing without Freud or Prozac'
Rodale

Sternberg, R. (1999) *Handbook of Creativity*, Cambridge Cambridge Univ. Press