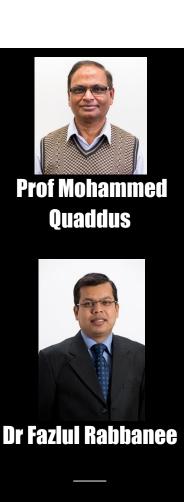# UNDERSTANDING RESILIENCE AT INDIVIDUAL AND TEAM LEVEL
13 JUNE 2019 1PM

Disruptions in business are inevitable and uncertain.

Conventional risk management tools are insufficient to deal with disruptions of the current dynamic business environment. Firms must develop a resilient approach to combat the challenges arising from uncertain and dynamic environment. Resilience is a multidisciplinary concept, which is, in simple term, the ability of a system to absorb changes, which can be at individual, team and firm level (Lewis et al., 2011). This presentation explores the phenomenon of resilience at team and individual level. Under team resilience, we primarily focus on Supply Chain Resilience (SCRE) of a firm in terms of its conceptualization and scale development. It was found that SCRE is a multidimensional and hierarchical construct, which consists of three primary dimensions: proactive capability, reactive capability and supply chain design quality (Chowdury and Quaddus, 2017). SCRE scale developed by Chowdury and Quaddus (2017) better predicts supply chain operational vulnerability and supply chain performance and conforms to the "technical" and "evolutionary" fitness criteria of dynamic capability theory. Under individual level, we focus on digital resilience i.e. resilience of individual student in the premise of digital transformation of the Australian tertiary level pedagogy. The use of digital technologies and its impact on learning performance has been mixed. Some key disadvantages of using technology have been found to be: feelings of disconnection; a tendency toward procrastination; and technology-use anxiety. These not only affect students' learning performance adversely but also raise a fundamental question regarding tertiary-level student resilience while using digital technology in the education system. Drawing on the theory of social-ecological resilience (Folke, 2006), we conceptualizes digital resilience of tertiary-level students in terms of its definition, drivers, and consequences. Based on the findings of a qualitative enquiry, we define digital resilience as an individual student's psychological capacity to remain functional by absorbing, recovering from, adapting to and learning from adversities stemming from the use of digital technology in the tertiary educational context. The findings reveal several factors influencing digital resilience, which can be grouped into three broad categories: (i) individual (e.g., self-motivation towards study), (ii) social (e.g., peer influence), and (iii) institutional (e.g., university support systems) factors. It has also been found that digital resilience helps students achieve positive learning outcomes.

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It is not the strongest or most intelligent that survive, it is the most adaptable to change – Charles Darwin

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