# Cultivating Resonant Relationships

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| 🎯 | **Objective:** To foster and encourage meaningful social relationships. |
| ⧗ | **Time Requirements:**<br>  a.  Preparation: 0-5 minutes<br>  b.  Activity: 5-10 minutes |
| 🛍 | **Items:**<br>  a.  Cultivating Resonant Relationships Handout |
| 💡 | **Learning Outcomes:**<br>  a.  Enhanced ability to foster and maintain meaningful connections with (EI Subskill 2: Managing Own Emotions) |
| ♡ | **Key Learning Point:** Resonant relationships can help buffer the effects of unpleasant emotions. |
| Self-Disclosure: ✹✹ | **Difficulty:** Intermediate |

## Instructions

1.  Begin by asking participants to think of certain individuals they feel close to and trust with their most personal experiences, thoughts and feelings with. Refer to these as resonant relationships. Then, get participants to contrast these individuals with another set of individuals – ones they distrust, or simply dislike. Refer to these as dissonant relationships.

2.  Distribute the Cultivating Resonant Relationships Handout to participants. Ask participants to complete the diagram by listing three individuals with whom they share close, resonant relationships with. The diagram also requires participants to list the qualities of these resonant relationships and/or qualities of the individual that makes their relationship with these individuals a positive one. Finally, ask participants to do the same, but for a dissonant relationship. It is perfectly normal if participants find it easier to complete the less resonant/dissonant relationship section than the resonant relationships!

3.  Allow some of the participants to share who they've written about in both their relationship networks (resonant and dissonant). You may find that participants tend to list qualities such as 'good listener', 'non-judgmental', 'fun' and 'accepting' in their resonant relationships and qualities such as 'critical', 'judgmental' and 'pessimistic' for dissonant relationships. As an extra activity, tell participants that they can arrange to meet up with, or spend more time with any of the individuals in their resonant relationship network this weekend. Likewise, get participants to think about what they can do to better manage their relationships with individuals in their dissonant network.

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| 💬 | **Reflection Questions:**<br>  a.  What were some differences between your resonant and dissonant relationships? |
| 📖 | **Further Reading and References:**<br>  a.  Cohen, S., & Wills, T. A. (1985). Stress, social support, and the buffering hypothesis. *Psychological Bulletin*, *98*(2), 310-357. doi: 10.1037/0033-2909.98.2.310<br>  b.  Viswesvaran, C., Sanchez, J. I., & Fisher, J. (1999). The role of social support in the process of work stress: A meta-analysis. *Journal of Vocational Behavior*, *54*(2), 314-334. doi: 10.1006/jvbe.1998.1661 |