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The role of passion in the resilience process

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**ABSTRACT**

This article focuses on the construct of passion as well as its consequences on people’s functioning and resilience. First, the concept of passion is introduced briefly, followed by a presentation of the dualistic model of passion, the dominant theory on passion and associated research. The dualistic model of passion posits that harmonious passion, a type of passion that is well-integrated into one’s life and identity, leads to adaptive outcomes. Conversely, obsessive passion, an all-consuming type of passion, leads to less adaptive, and at times maladaptive, outcomes. Results of two lines of research on the role of passion in the resilience process provide additional support for the dualistic model of passion. The article concludes with suggestions for future research.

« Nothing is as important as passion. No matter what you do with your life, be passionate »

Jon Bon Jovi

The above quote is pretty powerful. “Nothing is as important as passion.” It is as if passion was a magical construct that leads to powerful effects. It is as if, once passionate for something, you can conquer the world. In fact, the late Steve Jobs made that very point when he said that “Passionate people can change the world.” Are Bon Jovi and Jobs both right? Can passion lead to highly adaptive outcomes? Research conducted by our research group and other scientists around the world over the past 20 years supports such claims (e.g., Curran et al., 2015; Vallerand et al., 2003). Indeed, passionate people experience a number of adaptive outcomes such as higher levels of positive affect, health and psychological well-being, persistence, performance, and better personal and group relations. However, there is a caveat. Not all passions are equally adaptive. Indeed, research also reveals that whereas one type of passion (harmonious) provides one with adaptive outcomes, another type (obsessive) provides a much restrictive range of adaptive, and at times maladaptive, outcomes (Vallerand, 2015). As we’ll see in this article, this is because harmonious passion (HP) fosters a number of adaptive self and identity processes that lead to a variety of adaptive outcomes, whereas obsessive passion (OP) does not.
Research conducted on passion up to now has looked at a number of outcomes and processes in a variety of fields such as work (Vallerand & Houlfort, 2019), education (Vallerand et al., 2024), sports and exercise (Vallerand & Verner-Filion, 2020), music and the arts (Vallerand et al., 2021). However, until recently such research had not looked at the role of passion in the resilience process. We have done so in two series of studies (Paquette, Vallerand, et al., 2023; Rahimi et al., 2023). The purpose of this paper is to report the findings of this research. Specifically, we present the Dualistic Model of Passion (DMP) that has guided such research, discuss the role of passion in resilience, and then report recent findings supporting the importance of passion in resilience. In so doing, we show once more that passions are not all equal with respect to resilience and that HP triggers the resilience process to a much greater extent than OP. Furthermore, we also make the case for a more comprehensive analysis of resilience, looking at the concept not only in the area where adversity hits (e.g., education), but also in other aspects of one’s life. We conclude by providing recommendations for future research at the interface of passion and resilience.

The psychology of passion

The concept of passion

When we started our research on the concept of passion some 20 years ago, we were surprised to see that there was basically no research in psychology on passion for activities. We then turned to philosophers for guidance. The concept of passion has spurred numerous reflections over the centuries, which can be distinguished into different perspectives (Vallerand, 2015). In line with the presumptions of Greek philosophers, a first perspective depicts a more negative portrait of passion, which is seen as the source of a loss of rationality and control (e.g., Plato, 429–347 BCE; Spinoza, 1632–1677). People were then encouraged to stay away from passion. A second perspective is reflected in the writings of Romantic philosophers. Passion is here presented under a more positive light. Indeed, passion is seen as necessary for reaching heightened levels of fulfillment and satisfaction in life (Hegel, 1770–1831; Kierkegaard, 1813–1855). Finally, a third perspective was presented at the turn of the 20th century by armchair psychologists such as Ribot (1907) and Joussain (1928). Joussain for instance underscores the inherent duality embedded within the concept of passion, wherein the pursuit of a passion can lead to both adaptive and maladaptive outcomes, depending on the activity. It wasn’t until the 1970s that research began to empirically investigate the construct of passion. However, these studies primarily revolved around passion in the context of love (e.g., Hatfield & Walster, 1978), overlooking a passion for an activity and its dual nature. It is only 25 years later, at the turn of the millennium, that we (Vallerand et al., 2003) conducted the first empirical studies on passion for an activity and its adaptive and maladaptive effects, using the Dualistic Model of Passion as a guiding framework.

The dualistic model of passion

The dualistic model of passion (DMP; Vallerand et al., 2003) is built upon the premise that individuals have a natural proclivity toward personal growth which can be achieved
through engagement in activities and situations allowing challenges and mastery (Vallerand, 2015). Thus, people engage in a variety of activities allowing them to grow. Yet, among these activities, only a few develop into a passion. According to the DMP (Vallerand & Houlfort, 2019; Vallerand, 2008, 2010, 2015), a passion refers to a strong inclination toward an activity (or an object, an ideology, a person) that people love, value and hold personal significance that comes to define the person. Indeed, people invest a lot of time and energy in this activity and it becomes a part of their identity. As the activity gets internalized in the self and identity expands, this new passion propels personal growth (Vallerand & Paquette, 2023).

The DMP further posits that there are two types of passion: harmonious and obsessive, depending on the quality of the internalization in identity. HP comes from an autonomous internalization (Ryan & Deci, 2017; Vallerand, 1997) of the activity in identity. This means that people freely engage in the activity with a sense of volition and personal endorsement (Ryan & Deci, 2017). HP entails an open, non-defensive, and mindful engagement (St-Louis et al., 2018; Vallerand et al., 2003). Activity involvement is flexible (Chichekian & Vallerand, 2022; Vallerand et al., 2023) such that people can fully partake in their passionate activity and experience psychological benefits both during (e.g., flow; Carpentier et al., 2012) and after (e.g., positive emotions; Vallerand et al., 2003) activity involvement. Further, people retain a sense of control over their passionate engagement and can momentarily disengage from it if necessary. Thus, the passionate activity is in equilibrium with other realms of people’s lives and other identity elements that should lead to adaptive outcomes both during and after activity engagement.

Conversely, OP results from a controlled internalization of the beloved activity in the identity. This means that external pressures (e.g., contingencies associated with the activity such as social approval; Mageau et al., 2009) and/or internal pressures (e.g., an uncontrollable urge to engage in the activity) compel people to get involved in the activity that they love. Thus, they feel as if they are controlled by the activity. People engage in their favorite activity with a rigid persistence (Chichekian & Vallerand, 2022; Vallerand et al., 2023) and are ego-involved leading to conflict between the activity and other realms of life (Lopes & Vallerand, 2020, Study 2). Thus, OP should be associated with a less than optimal functioning and at times, maladaptive outcomes both during, after, and when prevented from engaging in the activity (see Vallerand, 2015; Vallerand et al., 2003).

**Research on passion in a nutshell**

Since the 2003 Vallerand et al. article, literally thousands of studies have been conducted providing overwhelming support for the DMP. Such research can be broadly summarized by using the construct of optimal functioning in society (Chénard-Poirier et al., 2023; Vallerand, 2013). According to Vallerand (2013), optimal functioning in society (OFIS) is multidimensional in nature and reflects high levels of psychological, physical (health), and relational well-being, high performance in a specific realm of endeavor (e.g., work), and a meaningful contribution to society. As such, one way to achieve OFIS is through involvement in a passionate activity such as work (Vallerand, 2013, 2015). Indeed, the pursuit of a passionate activity, especially out of HP, offers opportunities for mastery experiences and adaptive self-processes leading to positive outcomes in all five dimensions of OFIS (Vallerand & Paquette, 2021; Vallerand, 2015). Below, we briefly summarize
research as pertains to each of the five OFIS elements. Such research has typically used the Passion Scale (Marsh et al., 2013; Vallerand et al., 2003) and correlated it with mediating processes and outcomes. The scale assesses both HP and OP and has gone through extensive validation procedures. It shows high levels of validity and reliability (see Vallerand & Rahimi, 2022).

Studies have shown that HP is associated with increases in psychological well-being over time (e.g., meaning in life, happiness, vitality; Chénard-Poirier et al., 2023; St-Louis et al., 2021). Indeed, with HP, people have many opportunities to experience adaptive self-processes and states such as flow, positive emotions, mindfulness, need satisfaction, and mastery goals that, in turn, nurture psychological well-being (e.g., Carpentier et al., 2012; Paquette, Holding, et al., 2023; St-Cyr et al., 2021; St-Louis et al., 2018; Verner-Filion et al., 2017). In contrast, OP is either unrelated or negatively related to psychological well-being (e.g., Bonneville-Roussy & Vallerand, 2020; Chénard-Poirier et al., 2023; Verner-Filion et al., 2017). This is because OP typically triggers mostly ego-involved processes that facilitate experiences of negative emotions, conflicts with other spheres of life, and rumination, which, in turn, promote burnout, depression, and anxiety (e.g., Donahue et al., 2012; Lopes & Vallerand, 2020; Moen et al., 2018; Paquette, Holding, et al., 2023).

Research demonstrates that HP promotes physical health, whereas OP is either unrelated or negatively related to it (e.g., Bouizegarene et al., 2018; St-Louis et al., 2016). This is because OP is associated with processes such as a dependence on the activity, self-neglect, and maladaptive coping responses (e.g., ignoring the pain) that facilitate risky behaviors, negative physical symptoms, and even physical injuries (e.g., Akehurst & Oliver, 2014; Rip et al., 2006; St-Louis et al., 2016). Importantly, even if the activity is generally considered as healthy and positive such as yoga, people are only able to derive positive health benefits from the activity if they engage in it with HP (Carbonneau et al., 2010).

Findings also show that HP promotes the development and the maintenance of positive interpersonal relationships (e.g., Guilbault, Harvey, et al., 2020; Philippe et al., 2010; Utz et al., 2012), whereas the opposite pattern is observed with OP. As mentioned previously, HP leads to the experience of positive emotions which are known to facilitate connections with others (Fredrickson, 2013). In turn, positive emotions are conducive to high quality relationships (Philippe et al., 2010). On the other hand, OP is positively related to negative emotions as well as conflicts between the passionate activity and other spheres of life that, in turn, are negatively related to the quality of relationships (e.g., Guilbault, Harvey, et al., 2020; Philippe et al., 2010; Vallerand, Ntoumanis, et al., 2008, Study 3).

Passion also plays a role in romantic relationships. Indeed, research shows that one’s romantic passion can be driven by both HP and OP with the same personal effects that we have observed in other activities (e.g., Carbonneau & Vallerand, 2013). Further, one’s romantic passion if harmonious in nature can also trigger adaptive relational outcomes (e.g., relationship satisfaction) as experienced both by the person (Carbonneau et al., 2016; Paquette et al., 2020) and the romantic partner (Ratelle et al., 2013), whereas OP leads to maladaptive outcomes such as romantic conflicts and breakups over time (Ratelle et al., 2013). Finally, sexual passion has also been studied from the DMP perspective. Research reveals that with a sexual HP, people experience more romantic and sexual satisfaction, whereas OP is not related to these benefits and even leads to negative outcomes such as sexual addiction and romantic
breakups (e.g., Beaudoin et al., 2021; Guilbault, Bouzigarene, et al., 2020; Philippe et al., 2017). These findings also hold when controlling for romantic passion HP and OP (Philippe et al., 2017), underscoring the special place that sexual passion holds in romantic relationships.

Research also reveals that passion plays a major role in performance within the realm of the activity one is passionate about. Studies show that both HP and OP give people the energy to practice with the aim of developing an expertise (i.e., deliberate practice; Ericsson & Charness, 1994) and promote mastery goals (HP more strongly than OP), which results in long-term objective performance (e.g., Vallerand et al., 2007, 2008b; Verner-Filion et al., 2017). However, only HP facilitates psychological well-being along the way (e.g., Bonneville-Roussy et al., 2011; Chichekian & Vallerand, 2022; St-Cyr et al., 2021). Furthermore, HP also facilitates short-term performance via positive experiences such as concentration, absorption, and attention (e.g., Dubreuil et al., 2014; Ho et al., 2011), while OP is unrelated or negatively related to these processes and their benefits for performance. Of note, OP promotes short-term performance via a fear of failure in ego-threatening situations (Bélanger et al., 2013).

Finally, research reveals that passion contributes to society via its implication in a cause. Indeed, people who promote a cause (e.g., political, environmental, humanitarian) are generally passionate for that cause (between 82% and 96% of people in past samples; e.g., Gousse-Lessard et al., 2013; Rip et al., 2012; St-Louis et al., 2016). However, the way people promote the cause differs according to the type of passion they hold. Specifically, HP is associated with promoting the cause through engagement in pacific and democratic activities (e.g., organizing fundraising events). Conversely, OP mostly encourages the use of radical and violent means (e.g., Bélanger et al., 2019; Gousse-Lessard et al., 2013; Rip et al., 2012), although OP may at times foster engagement in democratic behaviors as well (Gousse-Lessard et al., 2013).

In sum, these findings support the more adaptive role of HP, and the less adaptive one of OP, in optimal functioning. In addition, while the above findings have been obtained while using correlational designs, these results have also been obtained while experimentally inducing HP and OP (e.g., Bélanger et al., 2019; Lafrenière et al., 2013; Schellenberg et al., 2016) and using longitudinal cross-lagged panel designs (e.g., Carbonneau et al., 2008; Fernet et al., 2014). Finally, it should be noted that a new instrument has been developed to assess all five OFIS components assessed in different studies (Chénard-Poirier et al., 2023). Using this scale, research has replicated the findings of the literature within the scope of the same study (Chénard-Poirier et al., 2023).

On resilience

Resilience refers to a positive adaptation in the face of adversity where individuals function effectively despite difficult life events (Bonanno, 2005). Research with adults on this construct can be categorized in two types. A first type of research looks at protective factors that bolster resilience, such as personal attributes (e.g., resilience trait; Block & Kremen, 1996) and environmental resources (e.g., social relations; Fuller-Iglesias et al., 2008) when facing adversity. Research has looked at a number of adverse factors (e.g., divorce, bereavement, losing one’s job) and outcomes (e.g., psychological well-being, health). Of interest, little attention has been given to the different areas in one’s life where
positive adaptation is experienced when facing adversity and how these areas can be integrated. We return to this point in the next section.

A second type of research on resilience focuses on the process-based approach and examines the psychological mechanisms through which people overcome adversity and display resilience (Fisher et al., 2018). It is this second aspect of resilience that we have focused on. Under this second heading, research has repeatedly demonstrated that the experience of positive emotions in the face of adversity is one of the important processes involved in resilience (e.g., Cohn et al., 2009; Fredrickson et al., 2003; Galatzer-Levy et al., 2013; Gloria et al., 2013; Ong et al., 2006, 2010; Tugade & Fredrickson, 2004). This is because according to the Broaden-and-Build Theory (BBT; Fredrickson, 1998, 2001), positive emotions (e.g., interest, joy, and enthusiasm) momentarily broaden thought-action tendencies (e.g., flexible attention; Fredrickson & Branigan, 2005; Johnson et al., 2017), thereby leading to the development of personal resources useful to positively adapt to adversity. The opposite takes place with negative emotions (Fredrickson, 1998).

Of importance is the fact that little resilience research has looked at the determinants of positive emotions when facing adversity. As we have seen in the previous section, HP has been found to repeatedly generate positive, and OP negative, emotions. Thus, one can posit the existence of a sequence in which passion triggers emotions and the resilience process that ensues, leading to a positive adaptation or not depending on the type of passion at play.

**On the role of passion in the resilience process**

Our research on the role of passion in the resilience process focused on two major goals. The first was to test an integrated model of the resilience process involving passion, emotions, and outcomes. We have seen previously that research reveals that when facing adversity, positive emotions allow one to be resilient. Because, HP allows one to experience positive emotions (Vallerand, 2015), one can predict that HP triggers the resilience process and leads to positive adaptation under duress. Such should not be the case for OP as it typically leads to negative affect, and at times some limited positive emotions (Vallerand, 2015). Thus, the emotional tone during a stressful event should be much more positive when one engages in the activity out of HP than with OP, thereby facilitating resilience. The major goal of this research was to test this integrated model in two series of studies described below.

The second goal of this research was to propose a more nuanced perspective on resilience. Past research has basically inferred that people displayed resilience or not. We propose a more refined two-dimensional approach where resilience is assessed as a function of both the degree of resilience (from low to high resilience) as well as the locus where it takes place (from specific to global resilience). Thus, someone can display high specific resilience, if following adversity in one realm of life (e.g., education), one’s adaptation is high but limited to education. On the other hand, resilience can be high and global if high positive adaptation is generalized across one’s life. Thus, in this case, in addition to education, positive adaptation could take place across life domains. Of course, someone could display no resilience if there is no adaptation across life domains. The use of these two dimensions, degree and locus, allow us to better describe resilience as it unfolds in people’s life following
adversity. Overall, we believe that such research is important theoretically as it integrates three different theories and research areas (passion, emotions, resilience). In addition, from a practical standpoint, what we learn from passionate people and what they do well in adapting to adverse situations can be later useful for the general population.

Research on passion and resilience

We conducted two series of studies to test our perspective on the role of passion in resilience. The first series dealt with the resilience process during stressful situations, whereas the second one focused on resilience following failure. In all studies, we tested the integrated passion-emotions-outcome resilience sequence and assessed whether adaptation was achieved in life in general across life domains (high global resilience), solely within the area where adversity was faced (high specific resilience), or if no resilience was achieved.

Passion and resilience during a stressful event

In this first series of three studies (Paquette, Vallerand, et al., 2023), we examined the resilience process during a stressful examination period with participants who were students passionate about their studies. In Study 1, this took place during the stressful end of term university exams. We did so using a cross-sectional design. Participants were undergraduate university students. During end of term exams, students completed scales assessing their passion for their studies, positive and negative emotions experienced in their studies, educational outcomes (satisfaction with one’s studies, perceived academic performance), and consequences in their life in general (perceptions of a successful life). In line with the integrated passion-emotions-outcome resilience model, we predicted that HP would positively predict positive emotions, and negatively predict negative emotions, whereas OP would lead to negative emotions and to a lesser extent to positive emotions. In turn, positive emotions were expected to lead to high levels of global resilience through their positive links with adaptive outcomes both in education and in life in general. On the other hand, negative emotions were hypothesized to lead to low levels of resilience through their negative effects on both educational and general life outcomes.

The results from structural equation modeling analyses provided support for the hypotheses. These results are summarized in Figure 1. As can be seen, HP was related to high levels of global resilience with high positive outcomes both inside the passionate activity (satisfaction with one’s studies and perceived academic performance) and in life in general (perceptions of having a successful life). More importantly, such effects from HP took place through its positive link with positive emotions and through its protective role against negative emotions. Conversely, OP was related to relatively some low levels of global resilience through its positive link with both positive emotions (much less than HP) and mostly with negative emotions. Of additional interest, these findings were obtained while controlling statistically for the number of weekly hours that people engaged in their studies. The findings of Study 1 were fully replicated in another study (Study 3), in which we used a prospective design to look at changes that took place from before participants’ final exams (Time 1) to one week after their final exams (Time 2).
In Study 2, we investigated resilience in an online study using an education task. We did so to ensure that all participants would engage in the same task. In addition, conducting the study at the situational (or state) level also allowed us to look at the resilience process in real time as it actually took place. Finally, we also assessed both objective and subjective performance on the task and general health outcomes at the situational (state) level. Participants (undergraduate students) completed the Passion Scale for their studies and then engaged in a demanding task presented as educational in nature (the Raven’s matrices). Participants were told that it was important to do well as the task was a good predictor of their academic performance at the university. To solve the Raven’s matrices, participants had to find which image completed each series of illustrations correctly. Participants first engaged in four out of six matrices and then completed scales assessing their level of positive and negative emotions at that point in time (the PANAS Scale and a measure of stress). Finally, they returned to the ask and completed the last two matrices. After the education task, they completed scales assessing their subjective vitality at that moment in time and their negative physical symptoms as experienced during the session. Subjective vitality (i.e., the experience of having energy available to one’s self) was used because it is recognized as a valid situational (or state) indicator of well-being (Ryan & Frederick, 1997). Therefore, higher subjective vitality measured following adversity should indicate higher levels of functioning and, thus, higher levels of resilience. Conversely, negative physical symptoms were used because they are good indicators of health problems and are negatively related to resilience (Osofsky et al., 2018). Finally, participants’ perception of their performance on the task was also assessed.

The results revealed that the basic model obtained in Studies 1 and 3 was generally replicated. In the face of a stressful situation (the situation was indeed perceived as stressful by participants), HP was positively related to positive emotions that, in turn,
were positively associated with resilience in one’s studies (i.e., objective and subjective performance) and in general health outcomes (i.e., situational subjective vitality) and thus, global resilience overall. On the other hand, OP was only positively related to negative emotions that, in turn, hindered resilience both in the task related to participants’ passion (i.e., objective and subjective performance on the education task) and one’s situational well-being (i.e., situational subjective vitality and physical symptoms). Thus, in this study, OP led to the absence of resilience. Of interest is the fact that these findings were obtained at the situational level while all participants engaged in the very same task. Further, an objective measure of task performance and situational measures of well-being were used. It should be underscored that contrary to Studies 1 and 3, no protective functions of HP with respect to negative affect were obtained and the small effects from OP to positive emotions did not take place.

In sum, the results of this first series of studies provided strong support for the proposed role of passion in the resilience process. Indeed, HP facilitated positive emotions (and protected against negative emotions in Studies 1 and 3) that increased adaptive outcomes both inside and outside the passionate activity (high global resilience). Conversely, OP was related to some but low levels of global resilience through a mixed process of positive relationships with mainly negative emotions but also with positive emotions (although less so than HP) that, overall led to some but low levels of adaptive outcomes both inside and outside one’s studies (low global resilience). Study 2 also found no resilience for OP at the situational level.

**Passion and resilience following failure**

The above first series of studies provided strong support for the passion-emotions-outcome model of resilience when facing one type of adversity, namely stress. The second series of two studies (Rahimi et al., 2023) sought to replicate these findings while looking at another type of adversity, namely failure. In Study 1, participants completed the Passion scale for their studies. Then, they were told that they would engage in an education task (Raven matrices) highly predictive of their educational abilities. They completed three matrices and were randomly assigned to receiving failure or success feedback relative to other students on their performance on the first three matrices (they either scored at the 25th or 75th percentile). After the feedback, positive and negative affect were assessed and participants completed the final three matrices. Outcomes were then assessed both during the educational session (situational vitality and negative physical symptoms) and globally (life satisfaction).

In line with the findings from the first series of studies on passion and resilience (Paquette, Vallerand, et al., 2023), it was hypothesized that the experimental induction of failure (relative to success) would hinder resilience via its positive relationship with negative emotions and its negative relationship with positive emotions. However, over and beyond such experimental effects of failure, we hypothesized that HP for one’s studies should lead to high levels of global resilience through its positive relationship with positive emotions and its negative relationship with negative emotions. Conversely, OP for one’s studies was expected to lead to low levels of global resilience through a limited positive relationship with positive emotions, but mostly through a strong positive relationship with negative emotions. The experimental manipulation of
success/failure was dummy coded and structural equation modeling was conducted. Results fully supported the hypothesis (see Figure 2). These findings were basically replicated in Study 2 (Rahimi et al., 2023, Study 2) while assessing objective performance on the educational task following the failure feedback. However, contrary to the results of Study 1, in Study 2, OP was only related to negative affect and thus, led to no resilience at all.

The findings from these two studies underscore the importance of HP in the resilience process following failure. Specifically, when statistically controlling for the effects of failure, HP for one’s studies fostered positive emotions and protected from negative emotions. In turn, due to the more positive affective tone, students with high levels of HP obtained more beneficial outcomes both inside the academic session and in life in general, thereby experiencing global resilience. Conversely, OP for one’s studies led to some low global resilience in Study 1 but no resilience at all in Study 2, in this case largely through a negative affective tone that undermined adaptive outcomes and facilitated negative health outcomes. Of significance, the effects of HP and OP were obtained over and beyond those of failure which clearly undermined resilience, once more through its positive relationship with negative emotions and negative relationship with positive emotions.

**Discussion**

The results of these two series of studies lead to a number of conclusions. These pertain to the role of passion and emotions in the resilience process as well as to a fresh novel look at resilience.

**The role of passion in the resilience process**

A first conclusion derived from the present findings is that the type of passion that one has for an activity (here one’s studies) matters with respect to the resilience process and outcomes. These two series of studies were the first to look specifically at the role of
passion in the resilience process. Our findings showed that the type of passion is clearly important. HP for one’s studies was associated with high global resilience, while OP generally fostered low global resilience. Further, such effects were observed under two types of adversity, namely stress (Paquette, Vallerand, et al., 2023) and failure (Rahimi et al., 2023) which showed remarkable similar findings. These findings are in line with the DMP (Vallerand, 2010, 2015) and previous research on the beneficial outcomes associated with HP, as well as the less adaptive outcomes associated with OP (e.g., Curran et al., 2015; Vallerand, 2015; Vallerand et al., 2003). Of importance are the findings of the series of studies dealing with the experimental induction of failure (Rahimi et al., 2023) which revealed that the role of passion took place over and beyond that of objective failure. Thus, these findings suggest that HP allowed people to thrive following failure by promoting a positive emotional tone, whereas OP compounded the effects of failure by promoting a more negative emotional tone.

Future research could extend the present research in different directions. The two series of studies focused on passion for one’s studies. Future research would do well to replicate these findings with passion for other activities such as work or sports. In addition, it should be noted that one’s passion was directly tied to the field in which adversity was experienced (here both in education). Would passion for a leisure activity such as playing music or sports positively affect the resilience process when facing adversity in another area such as one’s studies or at work? We often use other activities we love such as running or playing a musical instrument as a coping mechanism when facing stress. Does it really work and does HP lead to more benefits than OP? Future research is necessary to look into this issue. Finally, it was found that HP led to global resilience in all 5 studies whereas OP led to some low global resilience in 3 studies and to no resilience in two studies. Future research is necessary to better understand why OP leads to different levels of resilience. It should be noted that the two studies where OP did not lead to resilience were situational in nature. Is it possible that with OP people are hit hard in the moment and need more time to regroup following adversity? Future research is needed on this issue.

The role of positive and negative emotions in the resilience process

A second conclusion of the present findings is that positive and negative emotions represent important mediators in the resilience process. The present research found that positive and negative emotions mediated the relationships between HP, OP, and the outcome variables. These findings are in line with previous studies demonstrating the adaptive role of positive emotions, and the maladaptive function of negative affect, in resilience in the face of adversity (Bonanno & Diminich, 2013; Bonanno et al., 2011; Fredrickson et al., 2003). These findings also provide strong support for the Broaden-and-Build Theory of Emotions (Fredrickson, 2001, 2013). It should be noted that in our research, we focused on a subset of positive affect such as “interested,” “determined,” “relaxed,” “alert,” and “enthusiastic.” As such, these emotions center on the achievement dimension. Fredrickson suggested that positive emotions cover a broader continuum of positive emotions than the one used in our research. In her work, Fredrickson (2013) has looked at a number of other emotions such as love, gratitude, joy, and others. Future research should scrutinize more fully the role of passion in these other types of
affect and, in turn, the role of these in the resilience process. It is possible that love and gratitude play a more important role in non-achievement domains and activities where adversity may entail facing with relationship challenges (e.g., romantic breakups, interpersonal conflict, bereavement etc.). Research on these issues would appear important.

Finally, the role of passion in triggering the affective process under adversity should be underscored. HP was found to lead to high global resilience by both promoting positive emotions and protecting against the negative effects of negative emotions. These findings fully replicate those obtained in previous research on the role of HP and OP in positive and negative affect (e.g., Paquette, Holding, et al., 2023; Philippe et al., 2010; Rahimi & Vallerand, 2021; Zhao et al., 2015). This adaptive dual effect of HP on emotions was found to promote high global resilience in all five studies conducted on passion and resilience. Of interest is the fact that it would appear that with HP, people did better after than before facing adversity! Such was not the case with OP, which led to some (low) global or even no resilience by mainly fostering a more negative affective tone under adversity. Furthermore, research reveals that growth does not require suffering and can take place both following positive and negative experiences (Mangelsdorf et al., 2019). Our research on resilience following failure (relative to success) seems to support this analysis. However, our studies did not have a true control group and thus, did not provide a clear answer to this question. Future research is necessary to conduct a more fine-grained analysis and empirically determine if HP does indeed lead to higher levels of positive adaptation following adversity. Further, are such gains permanent or simply transient? And do they apply to all types of outcomes, including physiological responses (see Vallerand et al., 2022)?

**Revisiting resilience**

The final conclusion of the present research is that the resilience process is more complex than previously depicted in the literature. Much of past research has focused on the presence versus absence of resilience (Fuller-Iglesias et al., 2008). However, our findings suggest that a broader description is necessary to provide a more comprehensive understanding of the resilience process. Specifically, we have shown that resilience can be portrayed on two continua, namely the degree of positive adaptation displayed (from low to high) and the area or locus where it was displayed. Thus, resilience can be limited to the area where adversity was experienced (specific resilience) or can generalize to all life domains in the person’s life (global resilience). Future research is necessary to further test the validity of this degree/locus perspective on resilience in a variety of life domains and types of adversities. For instance, are some loci of adversity more global in their effects than others? Does losing one’s job late in life have more adverse effects globally across outcomes than other types of adversity irrespective of one’s passion type?

In closing, perhaps an applied note is in order. One of the reasons why we studied the resilience process of passionate individuals is to better understand what it is that they do that allows them to trigger the resilience process and to adaptively face adversity. The findings from the five studies reported herein reveal that having an HP for an important activity allows people to experience positive emotions and to be protected against negative emotions. To probe further, one can ask what is it that people with HP do to trigger this positive emotional tone? Research of ours (Lavoie
et al., 2021) conducted in competitive sports where stress is experienced, showed that HP leads people to adopt a challenge mind-set that, in turn, fosters positive emotions and protects against negative ones. Thus, with HP, people face adversity head on and, in fact, welcome it. It is just like the mastery-oriented students in the early Diener and Dweck (1978) learned helplessness study who said “I love a challenge.” Conversely, with OP people adopt a threat mind-set that mainly foster negative emotions. Thus, one takeaway from the present research on resilience and that of the Lavoie et al. (2021) studies is that cultivating HP leads to adopting a challenge mind-set that may go a long way in allowing people to experience positive emotions and trigger the resilience process. This would appear to represent an important applied message for interventions!

In sum, to go back to the Jon Bon Jovi quote at the beginning of this article, passion is indeed important. However, we hasten to add that it is especially important if it is harmonious in nature. Having a HP for some meaningful activity can lead to optimal functioning, including triggering the resilience process, whereas OP does not or at least much less so. Future research in this area would appear promising from both conceptual and applied perspectives.

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