

RESILIENCE

a key skill for education and job

personal profile

An interview approach for specialists to use when working with individuals at transitions points in their lives.

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Editorial

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Foreword

The Personal Profile interview scheme was first published in a project called PPS – Personal Profile and Support for Learners funded by the European Commission. The idea for the Personal Profile was first developed through a dialogue between the two of us. After working as counsellors for several years we began talking about the importance of interviewing individuals from a holistic perspective where personal and environmental factors are taken into account.

Since the Personal Profile was developed in 2005, we have been working on improvements, finding new factors and theories to further develop the Personal Profile. We were partners in the project "Resilience - a key skill for education and job" (2012 -2014). The cooperation within the project was efficient and made us realise that resilience is an important concept and very useful when assisting individuals who seek counselling or face challenges in their lives. The Personal Profile was therefore developed further with emphasis on resilience in the Resilience project.

We thank and acknowledge the contribution from Klaus Linde-Leimer regarding his reference to Schmidt's theories and the illustrations he made to clarify concepts and ideas.

New approaches in counselling individuals are being developed taking into account experience and knowledge and too much effort can never be put into supporting individuals in taking positive steps and helping them make better choices in life. We hope that the Personal Profile will prove to be a useful resource for counsellors and other specialists committed to assisting individuals when at transition points in their lives.

Anna Sigurðardóttir and Björg J. Birgisdóttir



Background, Theories and Practice

The *Personal Profile* is a structured interview scheme for counsellors and other specialists to use when working with individuals at transition points in their lives. These transition points could be career development, searching for educational opportunities, changes in relationships and/or other life challenges. The *Personal Profile* is designed for qualified professionals in fields such as counselling, psychology or human relations and can be used in upper secondary schools, higher educational institutions, adult education centres, job centres etc. The professionals bear the welfare and best interest of the individual in mind. The *Personal Profile* is not intended for use where an individual is in need of psychological treatment.

The *Personal Profile* approach for interviewing individuals is based on a theoretical framework using accepted theories in career counselling, group counselling and psychotherapy. The *Personal Profile* is based on theories from constructive and narrative approaches. Those theories are combined with William Glasser's theory of people's needs by asking the individual questions based on the needs.

The *Personal Profile* offers a holistic approach for facilitators and other professionals to systematically examine the strengths of the individual for him/her to be more resilient and live a more fulfilling life. According to Lindström, (Dec. 2012) the definition of resilience is the ability to exercise constructive life skills in order to meet the challenges of life. The aim is to offer a preventive approach. The *Personal Profile* is a method used in a conversation between two people, the professional and an individual, searching for support after having faced stressful situations in life.

The *Personal Profile* was first developed in a Leonardo da Vinci project called PPS – *Personal Profile* and Support for Learners funded by the European Commission. It was published 2007 in the book PPS handbook, *Personal Profile* and Support for Learners. The *Personal Profile* was developed further with emphasis on resilience in the Resilience - a key skill for education and job project that was funded with the support from the European Commission under the Lifelong Learning Programme.

The Constructivist Approach - Story Telling

The approach called “The Storied Approach” is presented as a post-modern perspective to counselling. Brott (2001) stated that individuals define themselves through personal stories in relation to their environment. According to Peavy, (1995) the individual’s change process is constant and the change process is punctuated by conflict and contradiction followed by periods of integration and resolution. Construing is the method in which the individual comes to know reality by engaging in problem solving, social and/or experiential learning. New social information and past understanding is the construction of knowledge and the individual’s stories are co-constructed during conversation between the individual and the facilitator (Peavy, 1995). Peavy also stated that “facilitators, and other helping professionals, need multiple lenses for observing and understanding people, their thoughts, feelings, and actions” (Peavy, 2004). These ideas are the core for the *Personal Profile* approach where issues (clusters) are examined with each

individual through a dialogue between the facilitator and the individual. The main purpose is to find positive steps for the individual in order for him/her to have a more fulfilling life. The *Personal Profile* approach is based on talking about strengths and positive experiences rather than problems or bad feelings. The focus is mainly on positive experiences but still it can be necessary to discuss delicate issues that the individual is facing. This is done in order to make plans for the future.

Individuals understand their own life and the lives of others through stories they tell to another person. Storytelling can create a connection with the current situation in life. When a person tells a story, she/he experiences the atmosphere of the situation and discovers who she/he is (Peavy, 2000). According to Klaus Linde-Leimer (personal communication, May 10, 2014) who has examined the studies of Schmidt (2013), past events can be understood as explained in Figure 1 and 2 where the narrative approach is described.

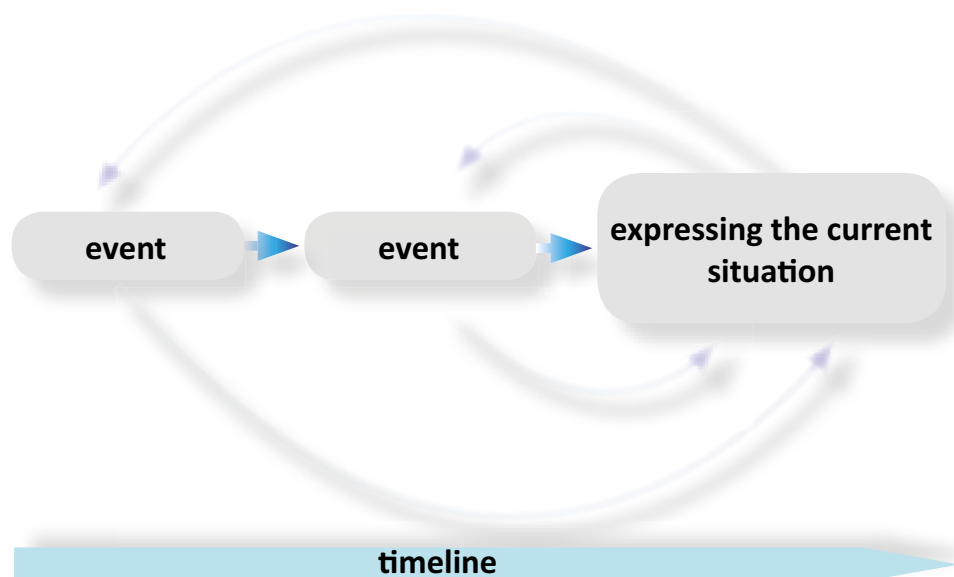


Figure 1 – What happens when past events are expressed? Illustration by Klaus Linde-Leimer (2014)

There is a strong interaction between the current situation in an individual’s life and the past event that he/she is describing. The present mood influences the way of remembering a certain circumstance, a certain episode in one’s life. Remembering this special life event also influences

the way somebody feels right now in the present situation. Facilitators who guide individuals to remember particularly positive life events can support them in being aware of their positive skills and in strengthening their own empowerment.

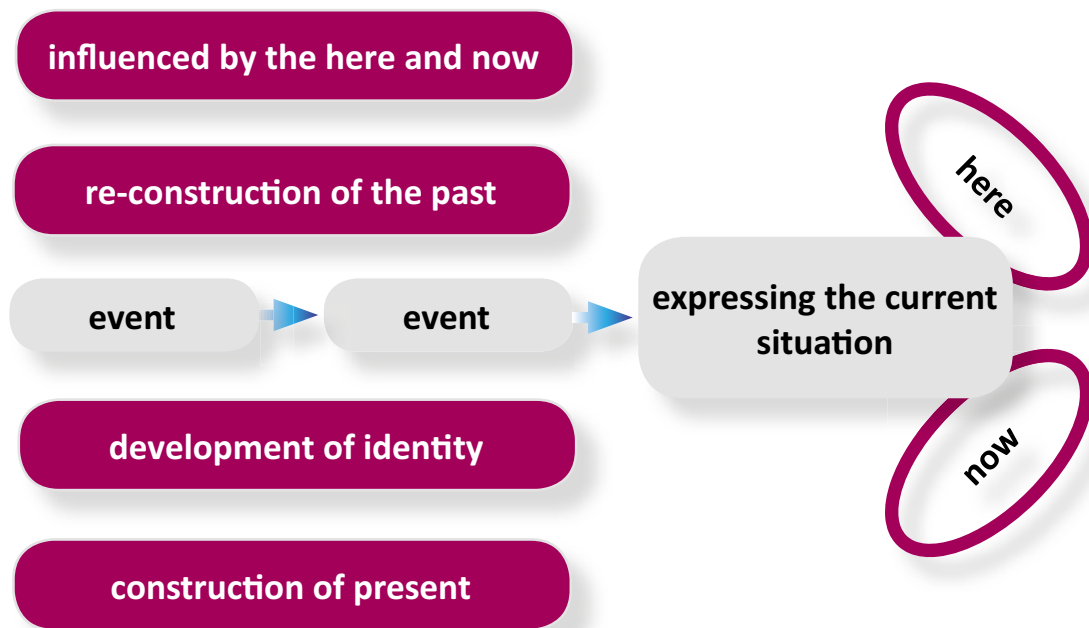


Figure 2 – Describing an event in current situation. Illustration by Klaus Linde-Leimer. (2014)

Remembering a certain event in one's life and telling about this event in the current situation, in the here and now, always means that:

- ⇒ the past is being re-constructed, as it is always influenced by the current situation and the current frame of mind
- ⇒ the present and also the mood and the frame of mind is being influenced by remembering a certain life event and is similar to the mood someone experienced in a certain situation
- ⇒ the narrator of this story, of his own story always experiences a small or bigger part of his/her identity – as mentioned above, people create their identity through telling stories about themselves

Due to this approach it has a big influence on one's life what kind of past events are mostly being remembered and told as it influences the here and now and, most of all, one's identity.

The stories can vary from the lifespan of the individuals to a short moment that explains a small part of their life. When a story has been told and understood, it can be analysed and seen from the outside in various perspectives. This understanding can be used for further future planning (Peavy, 2000). While assisting an

individual in educational guidance, it is not only essential to discuss educational matters but to examine the individual's career development. According to Savickas (1993), it is too simplistic to treat career issues separately from personal issues. Individuals cannot be separated from the environment around them according to the view of the constructivist career development model (Brown & Brooks, 1996). To select an education can be the first step in the development of the individual's career. Likewise it is important when an individual is facing difficulties in life, not only to focus on the problem but pay attention to the positive aspects of the individual's life.

Human behaviour is understood in connection with the environment and the individual's definition of what occurs (Brown & Brooks, 1996). The individual creates his/her personal story in relation to his/her experiences and a new reality can be constructed through dialogues between the individual and the facilitator (Brott, 2001). The facilitator emphasises positive storytelling and positive experiences in order for the individual to construe his/her future in a positive way. It is also important to examine the individual's whole environment when he/she is facing difficulties in life in order to help the individual being more resilient.

According to Amundson (1998), it would be misleading, however, to suggest that all individuals leave counselling with a complete resolution of problems. To help individuals deal with difficult

situations, it is essential to focus their attention on concrete and attainable goals. The assumption is that small actions can change the larger picture of the individual's life.

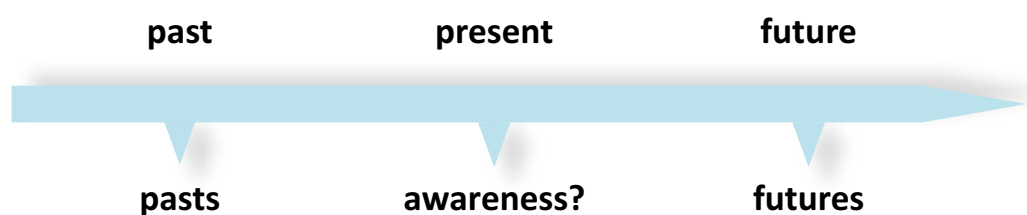


Figure 3 – Many different pasts, many different experiences. Illustration by Klaus Linde-Leimer (2014)

The Hypno-Systemic Approach – Story Telling

Klaus Linde-Leimer (personal communication, May 10, 2014) who has examined the studies of Schmidt (2013), the hypnotherapeutic approach (Schmidt, 2013) explains that a person facing difficulties in his/her life and being therefore in a very emotional state of mind is often entering a trance, the so-called problem-trance (Schmidt, 2013). Due to the problem-trance this person has a perception and awareness – this person can't remember – or better – is not aware of important personal strengths and resources. Strengths and resources she/he is well aware of when not in this problem-trance. Leading people to tell positive experiences and positive stories is a powerful

instrument to reveal resources that seemed to be hidden. It makes obvious that the individual not only had a single past but in a way lived through many different pasts, many different experiences - and all positive experiences and the skills shown in these experiences form the set of strengths and resources a person can make use of in a present situation. Making a person aware (again) of her/his resources also demonstrates that she/he is the creator, the originator, of present and forthcoming situations and events in his/her life and makes it clear that each of us can influence his/her own life by making use of one's strengths and positive skills.

Glasser's Needs

Williams Glasser's universal needs can be used to build a collaborative, integrative and supportive method to focus on the needs of youth, families, schools and our communities (Capuzzi & Gross, 2000).

Glasser (2001) stated that people have five needs that must be met consistently throughout life and that the needs are all equally important. The five needs include:

Survival includes our basic needs for water, food and shelter. It is also associated with security and staying healthy as long as one lives. Through exercising, eating healthy food and being active, the life of the person becomes more meaningful.

Power includes the need to feel self-worth, one's achievements and being recognised.

Freedom is to be able to make choices and to be able to move from place to place and feel free.

Fun is to be able to laugh, play and explore.

Love and belonging is the need to feel a part of a group and to seek relationships.

The *Personal Profile* is based on the constructive and narrative approaches combined with William Glasser's theory of universal needs. In the *Personal Profile*, open-ended questions based on Glasser's needs are asked by the facilitator. The purpose is to plan the individual's future with regard to helping him/her take positive steps by considering positive past relationships and experiences. Exercises relating to resilience can be used to assist the individual to move towards a positive change. The professionals need to focus on convincing the individual that he/she always has a choice in life.

The *Personal Profile* is designed for the individual to examine his/her relationships and experiences regarding his/her life by looking at specific issues (clusters) and to develop a different perspective while telling the facilitator a part of his/her life story.

Glasser (2001) stated that the outcome of a therapy is to offer a whole new perspective, a new way for the individual to live his/her life rather than improving some specific aspects of the individual's life. When counselling the individual, it is necessary to discuss some important aspects of his/her life and the environment. The clusters to be discussed are: School/Career Development, Family, Peers, Strengths, Health and Lifestyle, Hobbies and there is also one empty cluster. One cluster is left empty so that the individual can select a specific matter in his/her life that is not mentioned in the other clusters and could be of great importance for the individual. This is a holistic approach and related to the constructivist view.

Resilience

The understanding of the resilience concept has gone from being limited and specific to being a more broad and widely used. Resilience refers to the skill to meet the challenges of life. According to Toland and Carrigan (2011), resilience is a dynamic concept which sees the quality of an individual's adaptation as resulting from interactive processes between factors operating at the level of individuals, families, schools and communities. Resilience research focuses on examining many factors that influence the individual's life such as relationships, the environment, skills needed to cope with difficult risk factors and situations. For Masten (2001) resilience is characterised by good outcomes in spite of serious threats to adaptation or development. Some individuals who have suffered significant threats to their development have been able to deal with the situations effectively. Those individuals display resilience and make choices that create positive results for their lives. Resilience is therefore a dynamic process. The process is about the interaction between the individual and the environment. The interaction results in the wellbeing of the individual and protects him/her from a bad influence of risk factors.

Resilience can be defined as the ability to exercise constructive life skills to meet the challenges of life.

Resilience can be acquired throughout the

individual's life. The following skills and abilities are considered to be important when focusing on enhancing resilience:

- » perception
- » getting a grip on one's life
- » forming relationships
- » acceptance and optimistic thinking
- » orientation on solutions and aims
- » healthy lifestyle
- » self-efficacy

Furthermore, it is the ability to regulate emotions, and the ability to see failure as a form of helpful feedback.

It is possible to enhance resilience in many ways but becoming more confident about one's abilities to respond and deal with changes is a great way to build resilience. Individuals face all kinds of challenges during a lifetime one of which is finding a job or being unemployed for some time. All individuals need a wide range of competencies for adapting flexibly to a rapidly changing world of work. These competencies are called career management skills (CMS). In the *Personal Profile* the facilitator has to keep in mind that these skills are relevant throughout life and are a part of the individual's career development.



The Main Goals

The main goals for the *Personal Profile* are:

- » To provide facilitators or other professionals with a systematic approach when assisting individuals.
- » To assist individuals by offering them the opportunity of participating in a systematic approach that will help them make decisions about their own life and enhance their resilience.
- » To assist individuals in promoting a healthy lifestyle in order to live a more meaningful life.

Structure

The systematic approach, *Personal Profile*, is an interview scheme for facilitators and other professionals to use while guiding individuals who need to enhance their resilience in order to maximise their opportunities in life. The *Personal Profile*, is explained in detail. This is done to simplify implementation and preparation for

the professionals. It is highly recommended that interview strategies are carefully followed the first time the *Personal Profile* is used. Later, the professionals can adapt the interview strategies to the circumstances and culture of their environment and use their personal style and experience.

The Personal Profile

The *Personal Profile* is based on the technique of “The Storied Approach” and the facilitator asks questions so the individual can share a past event that explains a part of his/her life. The aim is to share positive past experiences or to discuss what the individual learned while facing difficult situations or challenges in life. Mapping (Peavy, 2000) the individual’s story can be useful both for the facilitator and the individual. The facilitator maps (draws) on a piece of paper the individual’s experiences and the connections with others in his/her life. Both the facilitator and the individual

have a piece of paper and pencils in front of them in order to write down or draw something during the dialogue. According to the Dunn and Dunn Learning Styles Model (2013) individuals have different preferences and some might want to draw while talking. During the sessions, there are certain matters to discuss within the clusters. The facilitator uses open-ended questions based on Glasser’s needs. Example: Tell me when you behaved or did something that you are really proud of? (Power)

The Clusters - Overview

In the *Personal Profile*, the dialogue between the facilitator and the individual is based on seven clusters. The clusters include factors that are essential to discuss when working on assisting an individual in becoming more resilient. The factors are based on research results. Research show that risk factors involve: students’ characteristics like family factors, peer group and school factors including elements of the environment the individual lives in, for example the social and economic status of the people living there and the situation in the work place (Alvarez, Berglien, Birgisdottir et al, 2007; Adalbjarnadottir & Blondal, 2005; Jonasson & Blondal, 2002, Rumberger, 2004). It is not necessary or possible to discuss all the clusters because each of the

clusters includes many factors and it can take quite a long time to go through one cluster. Therefore, it is important to select the clusters that are most essential for the individual.

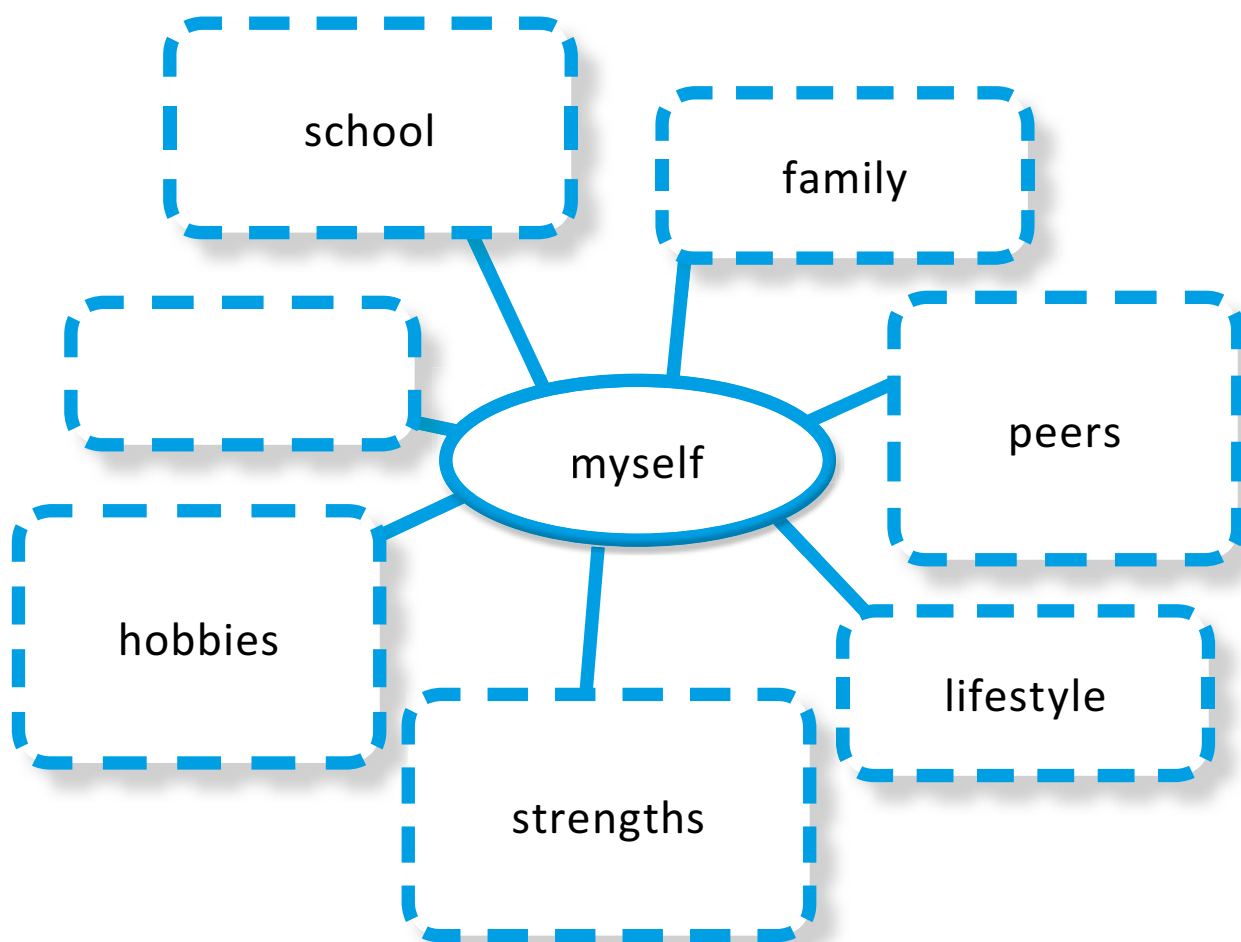
In Annex 2, four diagrams are provided. The first two diagrams are for the facilitator to use with the individuals to explain the clusters (the same ones as shown below). The last two diagrams include some facts that explain the clusters in detail and are for the facilitator when preparing for the interview.

The facilitator makes an agreement with the individual whereby the individual chooses the first cluster for discussion, the facilitator the

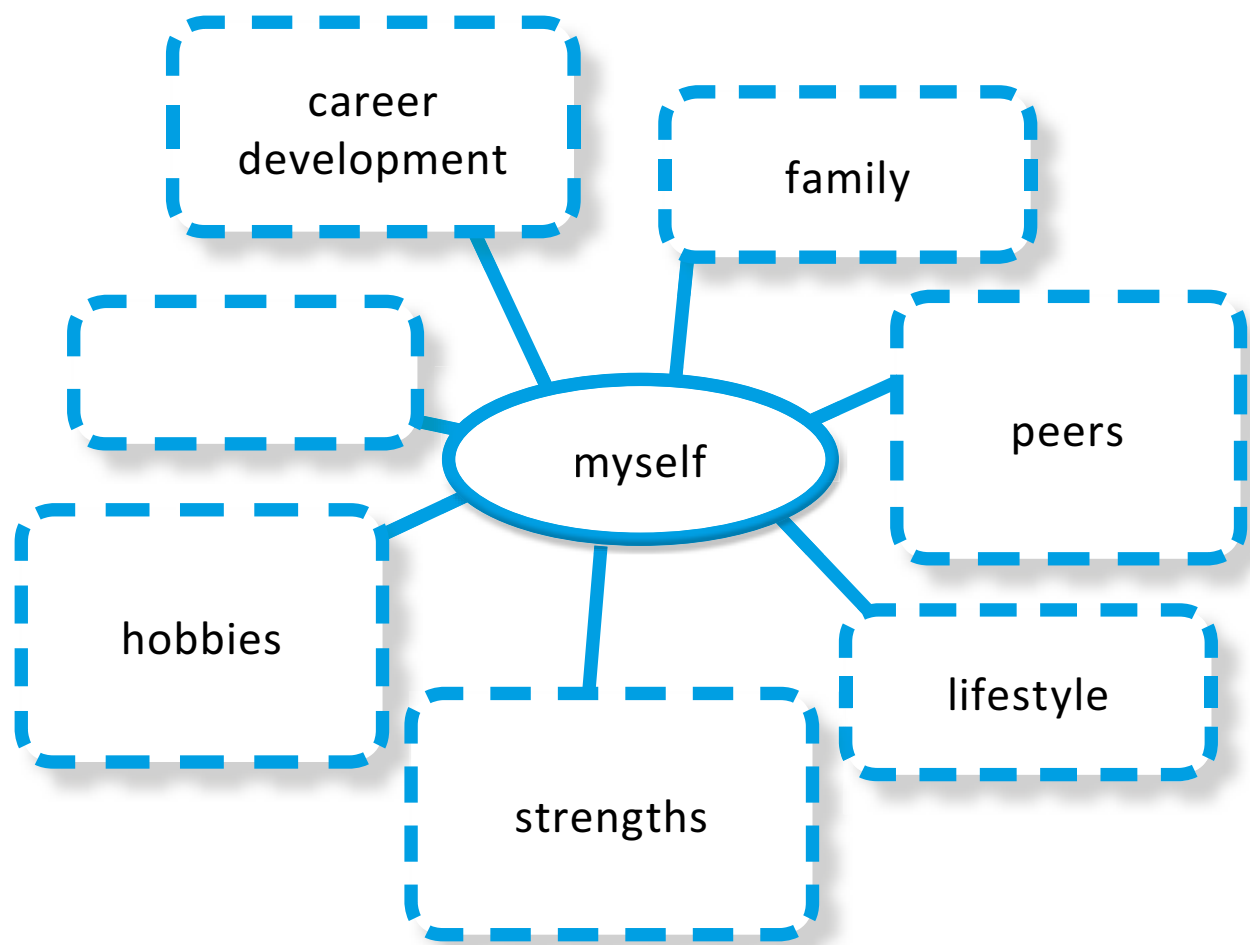
second cluster, the individual the third etc. After the agreement, the individual selects the first cluster to talk about. The facilitator focuses on encouraging the individual to talk about positive

past experiences by using open-ended questions based on Glasser's needs. The clusters are as follows:

Clusters – A Diagram for Individuals at School



Clusters – A Diagram for Individuals at Work /Seeking work



Counselling Sessions

The *Personal Profile* requires the facilitator to meet the individual at least twice. In the first session, the facilitator collects information by using the cluster structure and if necessary, plans another session in order to gather further information. If the facilitator assumes that one session is enough

for collecting information, he/she schedules the final session with the individual. In the final session, they plan together some future steps in order to better meet the needs of the individual. If there is a need for extra sessions, the facilitator and the individual plan the session(s) together.

The First Counselling Session – Collecting Information

- 1. Introduction.** It is essential that the individual feels welcome and experiences a positive atmosphere. The facilitator focuses on building trust and tries to create a warm and safe environment.
- 2. The purpose of the session.** The main goal is to invite the individual to discuss his/her matters in confidence with a facilitator. The facilitator assists the individual in finding his/her strengths to make rational decisions about the future, the peer group etc. It is more likely that individuals can enhance their resilience by recognising their strengths.
- 3. Discussion and mapping.** The facilitator introduces the seven clusters. The facilitator makes the following agreement with the individual: The individual selects the first cluster to talk about, the facilitator selects the second one etc. Paper and pencils are offered. It is important for the facilitator to focus on open-ended questions based on Glasser's needs. It is not necessary to discuss all the clusters because it might take too much time. The facilitator decides together with the individual whether one interview is sufficient in order to collect enough information. It is essential for the facilitator to focus on empathy, integrity and listening skills.
- 4. The next session.** The facilitator schedules the final session with the individual (and an extra session if needed).

Scheduling Preventive Steps

The facilitator collects the information systematically from the previous session(s). It is important to analyse the information and look for patterns in the individual's behaviour and gestures

(Amundson, 1998). Furthermore, the facilitator searches for prevention and support actions that could possibly be suitable for the individual.

Possible prevention actions:

- | | |
|---|--|
| ❖ Alcoholics Anonymous | ❖ Part time jobs |
| ❖ Assertiveness training workshop or other workshops enhancing self-efficacy | ❖ Participation in a mentor programme (receiving a mentor or being a mentor) |
| ❖ Career counselling | ❖ Participation in a support system (i.e. WATCH programme, see below) |
| ❖ Career Management Skills (CMS) workshop | ❖ Participation in social activities |
| ❖ Computer access, a place to study | ❖ Resilience exercises with the assistance of a facilitator or a specialist |
| ❖ Developing a support system | ❖ Sports clubs |
| ❖ Distance learning courses | ❖ Support for developing and strengthening career management skills (CMS) |
| ❖ Health care assistance | ❖ Supporting sessions (groups) |
| ❖ Health promotion | ❖ The church |
| ❖ Healthy lifestyle planning with the assistance of a facilitator or a specialist | ❖ Unemployment benefits /Social welfare |
| ❖ Hobbies | |
| ❖ Interviews with a specialist | |
| ❖ Outdoor activities | |

The WATCH programme was developed and published in the WATCH handbook for Facilitators When Assisting Learners in Groups. WATCH



is a theoretical and research based support system designed to assist counsellors and other specialists in facilitating groups of learners that are at transition points in their lives (Birgisdottir, Jonsdottir & Sigurdardottir, 2004). WATCH includes 15 sessions that are described in detail in the handbook. The sessions include topics such as: Study skills, Stress, Anxiety, Procrastination, Lifestyle, Peers, My strengths and weaknesses, Health, Decision making, Self-esteem and The future. Agenda, goals, objectives and procedures

are presented for each session. The programme can be used for youth and adults in educational and vocational environments. One of the main goals of the programme is to provide individuals with a support system to develop positive attitudes and assist them in choosing positive coping strategies when facing difficult moments in life. Such support systems play an important role when considering integrating resilience into the educational system.

The Last Session – Making My Steps for the Future

1. The facilitator welcomes the individual and proposes that they work together in finding positive steps and solutions to deal with the present. The facilitator revises the first session(s) and the clusters discussed with the individual. The facilitator uses questions such as: What information do we have now? What have we been discussing so far? Are there any conclusions? The facilitator mentions positive facts and strengths about the individual that he experienced through their dialogue in the previous session(s). It is important for the facilitator to have in mind that the individual might experience interpersonal learning such as discovering something important about himself/herself. This might even be the first time he/she learns how other people see him/her (Birgisdottir, Jonsdottir & Sigurdardottir, 2004). The facilitator avoids suggesting the “right” or best solution or action steps. The “perfect situation” would be for the individual and the facilitator to find solutions together.
2. The facilitator asks the individual if he/she recognises the resilience concept. The facilitator explains to the individual that resilience is the ability to bounce back from adversity, work through challenges and overcome obstacles. Or resilience can be defined as the ability to become strong, healthy, or successful again after facing difficulties. Resilience is influenced by several positive aspects in the individual’s life like positive relationships, experiences, values, skills, commitment and inner strength. (Reivich & Shatte, 2002). The facilitator explains that it is important to enhance resilience in order to live a better life.
3. According to Amundson (1998), it can help individuals in difficult situations to set concrete and attainable goals in order to deal with their current situation in life. Together, the facilitator and the individual set goals for the future and make plans for the next steps. Together they write down the goals and future plans on the assignment sheet, ***My Steps for the Future***. The assignment sheet serves both as an action and a resilience plan. It is also important to help the individual to take the first steps (such as making phone calls, register, etc.). It is extremely important to guide and refer the individual to specialists (psychologists, health professionals, local authorities etc.) if needed.
4. When coming to the end of the interview, the facilitator provides support and shows empathy and encourages the individual to share his/her thoughts and experience. At the end of the session the facilitator thanks the individual for his/her cooperation and invites the individual to come and talk to him when or if he/she needs to.
5. The facilitator can use the evaluation sheet in Annex 4 to evaluate the progress of the individual. The facilitator can revise and adapt new tactics as he/she becomes more familiar with the *Personal Profile*.

Lifeline

The main idea is to encourage the individual to tell a story about his/her life related to the subject of the cluster. The “Lifeline” concept is used when discussing each cluster with the individual. Lifeline means to discuss the past, the present and the future (Peavy, 2000). The facilitator asks the individual to tell a story from his/her past experience and connect it to the present in order to make plans for the future. It is important to talk mostly about the present and the future. In order to emphasise the use of the concept “Lifeline”, it is possible to use questions like:

The Past – Previous experience:

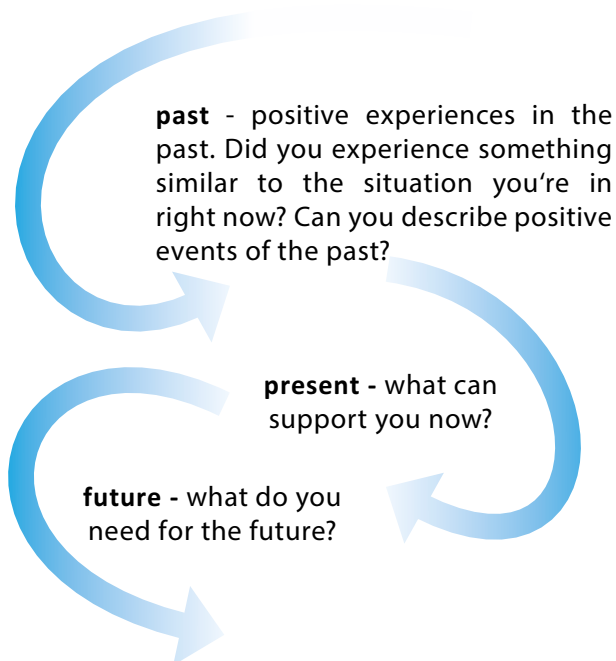
Have you experienced something that relates to this particular matter in your past? Can you tell me about something positive regarding this experience in your past?

The Present – What is the situation like today?

The Future – What will this situation be like in your future? How do you think your future will be?

The concept Lifeline is used as follows within each cluster:

- a) **Story telling** – the individual tells a story based on his/her experience related to the subject of the cluster. The facilitator guides the individual through the story with open-ended questions and keeps in mind Glasser’s needs.
- b) **Expand and understand the story** – The facilitator gives feedback with positive comments and analyses the story in order to find solutions for the individual. The main purpose is to build confidence and a positive attitude towards the future.
- c) **Future goals** – The facilitator helps the individual to make positive future goals.
- d) **Develop an action/resilience plan** – In order for action and/or resilience planning to be effective, it is important for the individual to feel that he/she has some ownership of the plan that has been developed.



The dialogue between the facilitator and the individual about the individual’s issues are based on story telling, expanding and understanding the story, future goals and a development of an action plan. Some clusters include all these four steps mentioned above, while others have only three steps because it is not relevant to set an action and/or resilience plan.

Figure 4 - The past, the present and the future.
Illustration by Klaus Linde-Leimer (2014).

Learning from Oneself

Individuals facing difficulties in life can be trapped in a problem-trance (Schmidt, 2013) that makes it very hard or even impossible for them to remember a positive life event. Asking them to tell something positive they once experienced is an overextension for them which could lead them to abandon the counselling or be reluctant to attend counselling. Individuals seeking counselling who have problems are most likely to have a negative perspective of the present. Following some important principles of the hypnotherapeutic approach (Schmidt, 2013) could provide an

effective intervention for such a person to imagine a positive future. An important question under that circumstance could be: How would you prefer your future to be? Guiding individuals who are actually facing difficulties in life to imagine a (possible) positive future can ease the actual problem-trance (Schmidt, 2013) and is a first step in the direction of becoming aware of one's strengths and resources. It is important to guide an individual to experience this possible positive future so it can in a way become real.

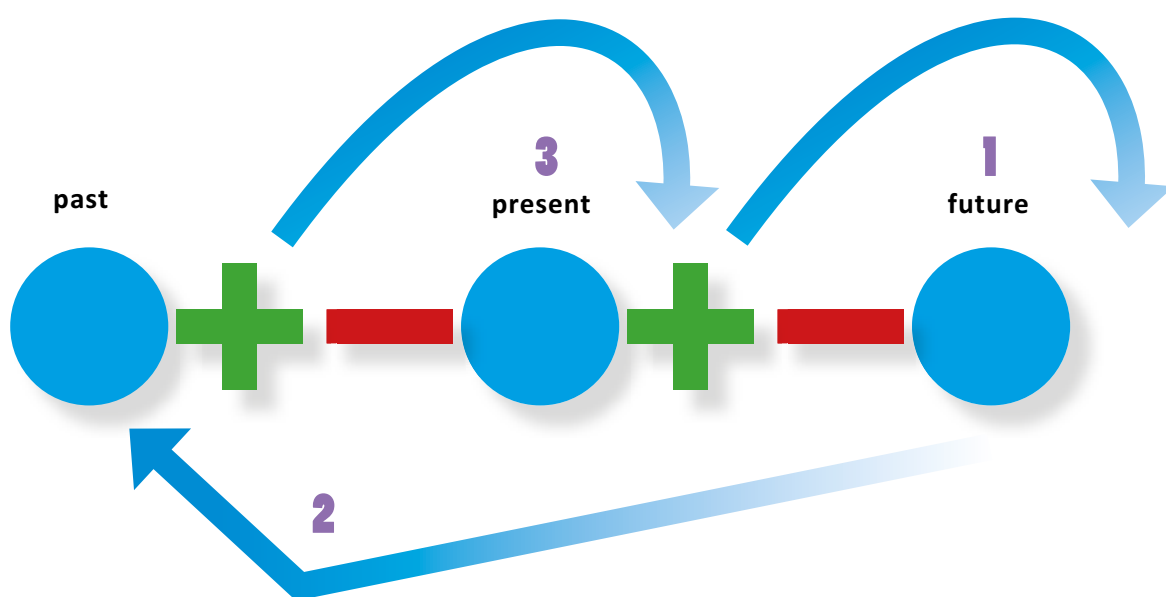


Figure 5 – Learning from past experiences. Illustration by Klaus Linde-Leimer (2014)

The next step does not differ much from the one in the usual lifeline concept. After the individual has imagined a positive future, he or she is asked to think of a life event that is very similar to the one she or he has just imagined or in other words to a positive future. During this phase of the interview the facilitator needs to be patient to help the individual to remember such a positive period of his/her life. But in almost all cases a positive event can be found – as the individual is beginning to

leave his/her problem-trance (Schmidt, 2013) – and is able to remember more and more of his/her own resources and strengths. Elaborating all the skills that someone has shown and practised in a certain situation or, in other words in a positive past, is the next step to making someone fully aware of his/her own resources and can lead to the final step: “What is necessary in the present to enable you to use your skills in a helpful way again?”

The Clusters' Description

The seven clusters will be described in detail in this chapter. In each cluster the counsellor uses the different approaches explained in the *Personal Profile*.

School / Career Development

The individual is either in school or focusing on the labour market. If the individual is employed or searching for a job, the facilitator chooses to discuss the Career Development part of this cluster. If the individual is studying, the facilitator discusses the individual's interactions at school and chooses the School part of this cluster.

School

1. Tell me about a positive experience from school or when you felt good and had an enjoyable experience (**Love and belonging**). With whom were you at that time? (**Love and belonging**). Tell me about something enjoyable you did together (**Fun**). What did you achieve? (**Power**) The facilitator needs to acknowledge positive issues in the story. What has school been like this last week? If the school has changed, tell me why and how?
2. Describe what you need to feel like to be a valuable part of this school (**Love and belonging**). Describe how you need to feel to be recognised for your work (**Power**). Describe the areas at school in which you need more choices (**Freedom**). If you had more choices at school, what would you do differently? Tell me when you feel comfortable at school. Describe how you need to feel so that your work in school is fun and fulfilling (**Fun**). Describe what you need to feel safe at school (**Survival**).
3. Do you want to stay at school?
 - a) If you want to stay at school, could we discuss two issues that need to be resolved in order for you to stay at school? Can you write down two goals to make this possible?
 - b) If you don't want to stay in school, could you write down goals for your near future?
4. In the last interview, the facilitator and the individual fill out the assignment **My Steps for the Future** where a resilience and action plan can be found. In order to make a resilience and action plan later the facilitator writes down the goals to add in the action plan.

Career Development

1. The facilitator focuses on supporting the individual to develop and strengthen his/her career management skills (CMS). According to Career Management Skills for Framework in Scotland (2013), CMS include equipping the individual to have access to and be able to use the career management services at a time and place that suit their needs. CMS can be divided into four different themes of competence:

Self: The competences that assist the individual to build the sense of self within society.

Strengths: The competences that assist the individual to obtain and build on his/her strengths and to find rewarding learning and work opportunities.

Setting goals: The competences that enable the individual to imagine, plan and achieve his/her career aims throughout life.

Networks: The competences that enable the individual to develop relationships and networks of support.

Individuals develop CMS through a mix of formal and informal learning and life experiences and therefore the facilitator asks if the individual can tell a positive story from their past working life. **(Survival, Power)**. What did you achieve in your last job? **(Power)** The facilitator mentions or notices if the individual expresses the feeling of a positive self-image or a balance in his/her different roles in life. The facilitator also highlights if the individual talks about his/her strengths and achievements and their ability to learn new things.

2. The current situation in the individual's life is looking for a new career. The facilitator assists the individual in examining his/her CMS including CV and the ability to look for opportunities. What would be the job of your dreams? **(Power, Survival)**. What are the qualifications for your dream job? How can you achieve them? **(Power)**. Have you some ideas about where you could get a job that matches your dream job? **(Survival)** Tell me about some jobs you have applied for lately? **(Power, Survival)**. The facilitator asks the individual: „How is your day, could you look for something to do while you are in the current situation of having free time while not working“? **(Fun, Love and belonging, Freedom)**
3. The facilitator assists the individual in making positive steps and setting goals to move forward with his/her life. This includes talking about the networking the individual has or can develop. **(Love and belonging, Power)**.
4. The facilitator and the individual discuss if the individual needs assistance from a professional to improve his/her CMS. This step might be preventive and a part of setting goals for the future. In the last interview, the facilitator and the individual fill out the assignment ***My Steps for the Future*** where a resilience and action plan can be found.

Family

1. Tell me about your family, siblings, significant others etc. Who do you think is the most caring and supportive person or persons in your family? **(Love and belonging)**. Tell me a story when you and your family did something together and you felt very happy **(Fun, Love and belonging, Power)**. Describe the relationship with your family, today? (If the individual does not live with his/her family, it is important for the facilitators to use the correct words when addressing this delicate matter, for example, changing the name of the cluster to My Home.)
2. In your opinion, what does your family need in order to spend time together **(Love and belonging)**. If your family had more choices, what would you do (time, money, day care)? **(Freedom)**. Describe what your family needs to do to have fun **(Fun)**. Describe what your family needs to feel safe and secure **(Survival)**. Describe what you want your family to be like in 5 years?
3. Can we try to set together some goals for you and your family? What would be the most important goal?

The following questions and matters can be used for discussion:

The most important and caring person in your life

Who is the most likely person to encourage and support your ideas and future goals?

Your friends and their connection with the family

Interests and hobbies in your family

Responsibilities at home

Where is the best place to be?

Peer

1. Looking back, what is the most positive relationship(s) you have had with another person? Do you have a best friend? If you have a best friend, tell me about him/her **(Love and belonging)**. Tell me about the two of you? What do you do together? **(Fun)** How would you describe your best friend? What are his/her strengths? Why are you close friends? **(Love and belonging)** What about other friends? What are they doing? What do your friends do? (School, work, leisure, etc.) **(Fun, Freedom)**
2. When you are among friends, how do you behave? Who will be your friends next year? In 5 years' time? If the facilitator assumes it is relevant to talk about other matters such as loneliness, bullying, isolation or peer pressure, he/she can discuss these delicate matters. It is important to ask open-ended questions related to the topic.
3. Can we try to set two goals in order for you to feel better with you friends?
4. In the last interview, the facilitator and the individual fill out the assignment ***My Steps for the Future*** where a resilience and action plan can be found.

Strengths

1. Can you tell me when you behaved or did something that you are really proud of and made you happy. **(Power, Fun)**. How did you feel then? The facilitator bears in mind to mention positive qualities and strengths while and after the individual has told his/her story.
2. Can you use those circumstances and feelings to think of yourself more positively? How can you use your strengths? **(Power)** If you described a person that you really respect and value, what would that person be like? **(Love and belonging)** Could that be you? Everyone has weaknesses. How do you cope with yours? **(Love and belonging)**.
3. Can we set goals for you to use your strengths more effectively? In the last interview, the facilitator and the individual fill out the assignment ***My Steps for the Future*** where a resilience and action plan can be found.

Lifestyle

Lifestyle is the way you behave in daily life.

1. Tell me about a typical day in your life. What has been the best day of your life so far? What activities make you feel like being a part of something? (Group, family etc.) **(Love and belonging, Fun)**. When do you feel at your best? **(Survival, Power, Freedom, Fun and Love and belonging)**. The facilitator should ask open-ended questions about lifestyle such as: What do you eat? How do you spend your leisure time? What do you do during weekends? **(Survival)** (Habits, beliefs, nutrition, fitness, training, sleep)
2. Are you satisfied with your lifestyle? What do you need in order to feel better? **(Survival, Power, Freedom, Fun and Love and belonging)** What if your lifestyle would be the best you possibly could imagine, how would it be? How would you like it to be different? Which activities would you like others to approve or admire regarding your lifestyle? **(Power)** When you think about yourself and the future, what do you visualise? If you had everything you needed, how would you like to change your lifestyle? **(Freedom)**
3. Could we set goals that will improve your lifestyle in order for you to feel better? In the last interview, the facilitator and the individual fill out the assignment ***My Steps for the Future*** where a resilience and action plan can be found.

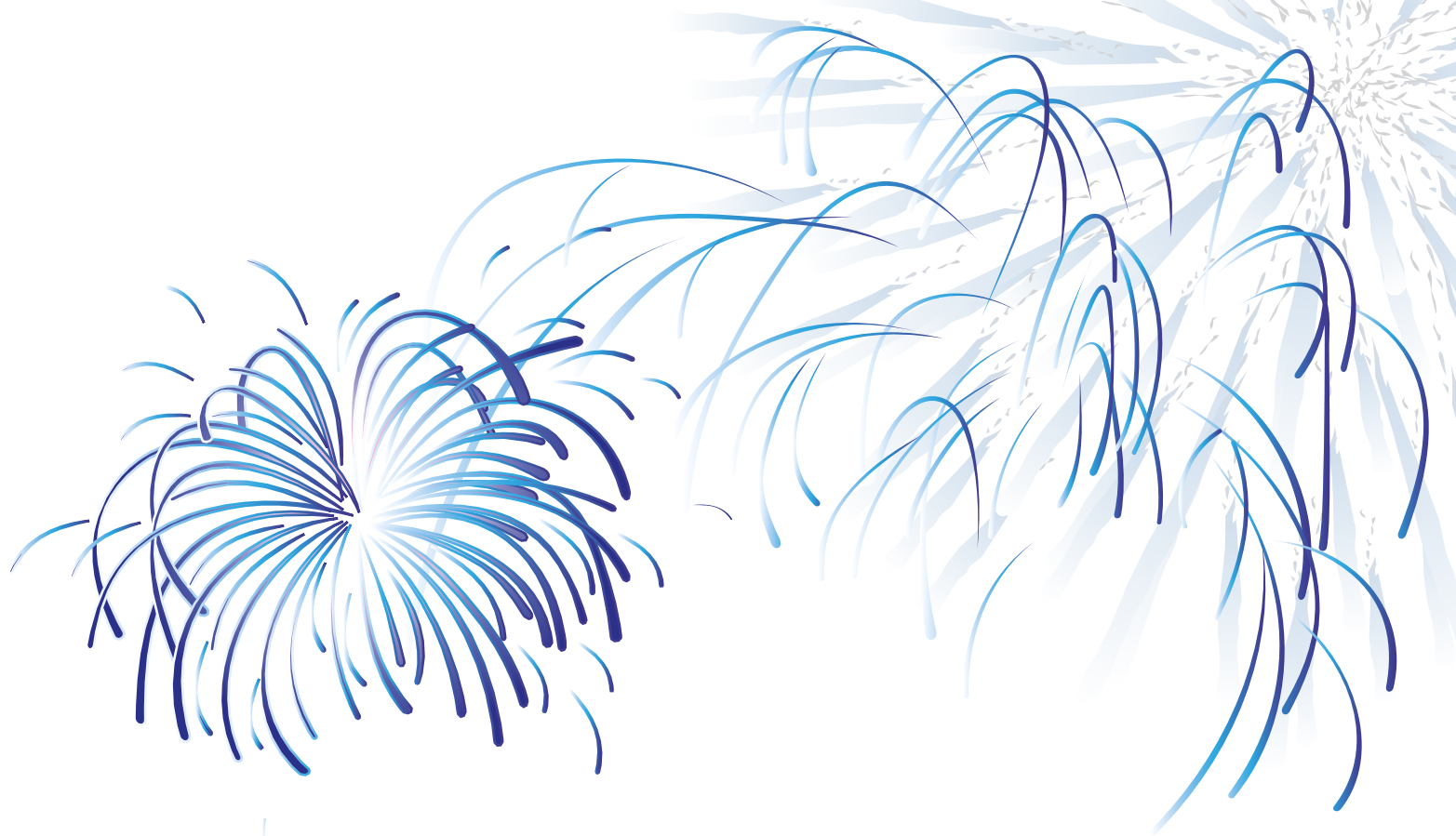
Hobbies

A hobby is some activity of interest.

1. What do you do in your leisure time? Tell me about one activity or hobby you like a lot? **(Fun)**. If you had all the money and time in the world, what would be your hobby? **(Freedom)**. With whom would you like to be (as your partner) in your leisure time? **(Love and belonging)**. Describe which of your hobbies is most energising for you? **(Power)**. Think of a situation in which you have experienced personal power and describe it in connection with your hobbies. **(Power)**.
2. What is your leisure time like now? What do you need to be able to carry out your hobbies?
3. Imagine yourself next year. And imagine yourself in five years. Tell me about your hobbies at that time.
4. If this is your dream, can we set some goals to make this dream come true? In the last interview, the facilitator and the individual fill out the assignment ***My Steps for the Future*** where a resilience and action plan can be found.

Empty Cluster

The facilitator asks the individual if there are any other issues he/she would like to talk about that could fit into the empty cluster. The facilitator follows the steps and questions based on Glasser's needs as in other clusters. It would perhaps be possible to use questions such as: Do you think there is something missing in order for you to be fully functioning? Or for you to have a more meaningful life? (Survival, Power, Freedom, Fun and Love and belonging) The facilitator keeps in mind that in some cases these issues could be very sensitive. Issues for discussion could be role models, values, bullying, gender issues, abuse etc.

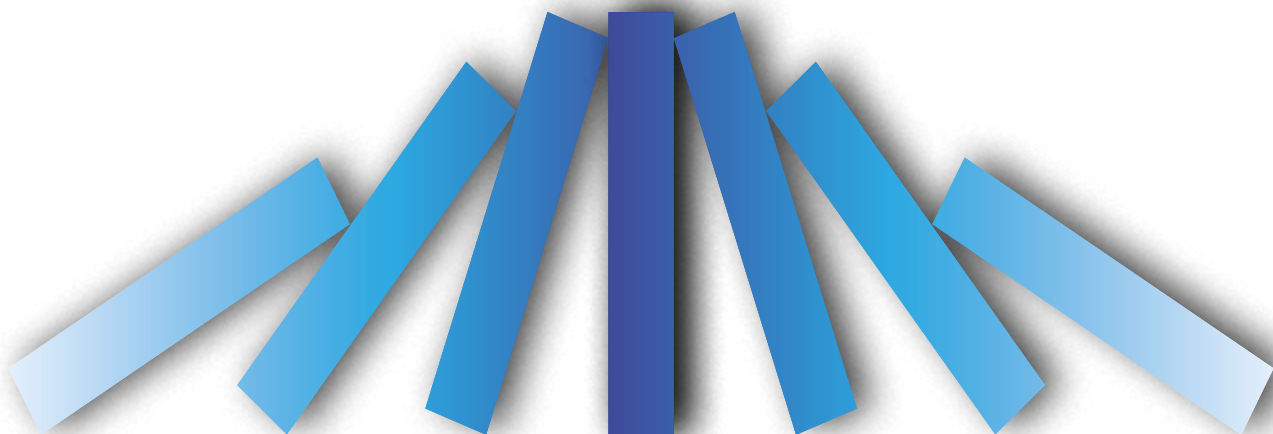


Resilience Exercises

Resilience is not an ability or trait that individuals have or have not. Resilience involves behaviours, thoughts and actions that can be learned and developed within the individual. Developing resilience is a personal journey because individuals do not react the same way to traumatic and stressful events in their lives. There are many ways to enhance resilience and individuals are capable of learning the skills that it takes to become more resilient.

The main objective of the Resilience – **a Key Skills to Education and Job** project is to explore ways to help individuals develop their ability to bounce back from life challenges such as job loss, illness and other stressful life events.

One of the outcomes of the project is a “Selection Box” that contains exercises, methods and/or didactic learning approaches where resilience can be included e.g. in language courses, personal development, integration of immigrants, and guidance measures focusing on personal competence development. These exercises are available at the project website (www.resilience-project.eu) for facilitators, teachers and counsellors. Some of these exercises could be used simultaneously with the *Personal Profile*. A list of the exercises with a short description is provided in Annex 3. These exercises could be suitable to use with certain clusters in the *Personal Profile*. The exercises were developed by partners in the Resilience – a Key Skills to Education and Job project.



Annexes

Annex 1 - My Steps for the Future

In Annex 1, the assignment sheet ***My Steps for the Future*** is provided. It is used in the sessions and it is possible to fill out more than one sheet. If the facilitator chooses it is possible to fill out one for each cluster. The facilitator and the individual set goals for the individual's future and make plans. Together they write down the goals and an action/resilience plan on the assignment sheet. It is necessary to write down the goals and actions in order to clarify for the individual how he/she can make a positive change.



My Steps for the Future

Resilience Plan - Goals - Action plan

Resilience Plan

Resilience is the ability to bounce back from adversity, work through challenges and overcome obstacles. Resilience can be defined as the ability to become strong, healthy, or successful again after some difficulties in life.

Write down your strengths that you could rely on in order to enhance your resilience?

Write down three steps you could work on in the near future to enhance your resilience – making your personal resilience plan.

Goals

Setting goals allows you to choose how you want to move through life. Some achievements can take a lifetime to attain, while others can be completed in the course of a day. Setting and meeting goals leads to feelings of satisfaction and accomplishment.

Write down 2-3 statements about what you want and need in the future. These statements can be general or specific as “I want to be happy,” or “I want to help people,” or “I want to be fit.”

Use the statements to set goals for the near future. Try to have the goals SMART (Specific, Measurable, Attainable, Relevant and Time-related).

Your goals

Action Plan

Action planning is a process that will help you to focus your ideas and decide which steps you need to take to achieve your goals. Preparing an action plan is a good way to help you to reach your objectives in life.

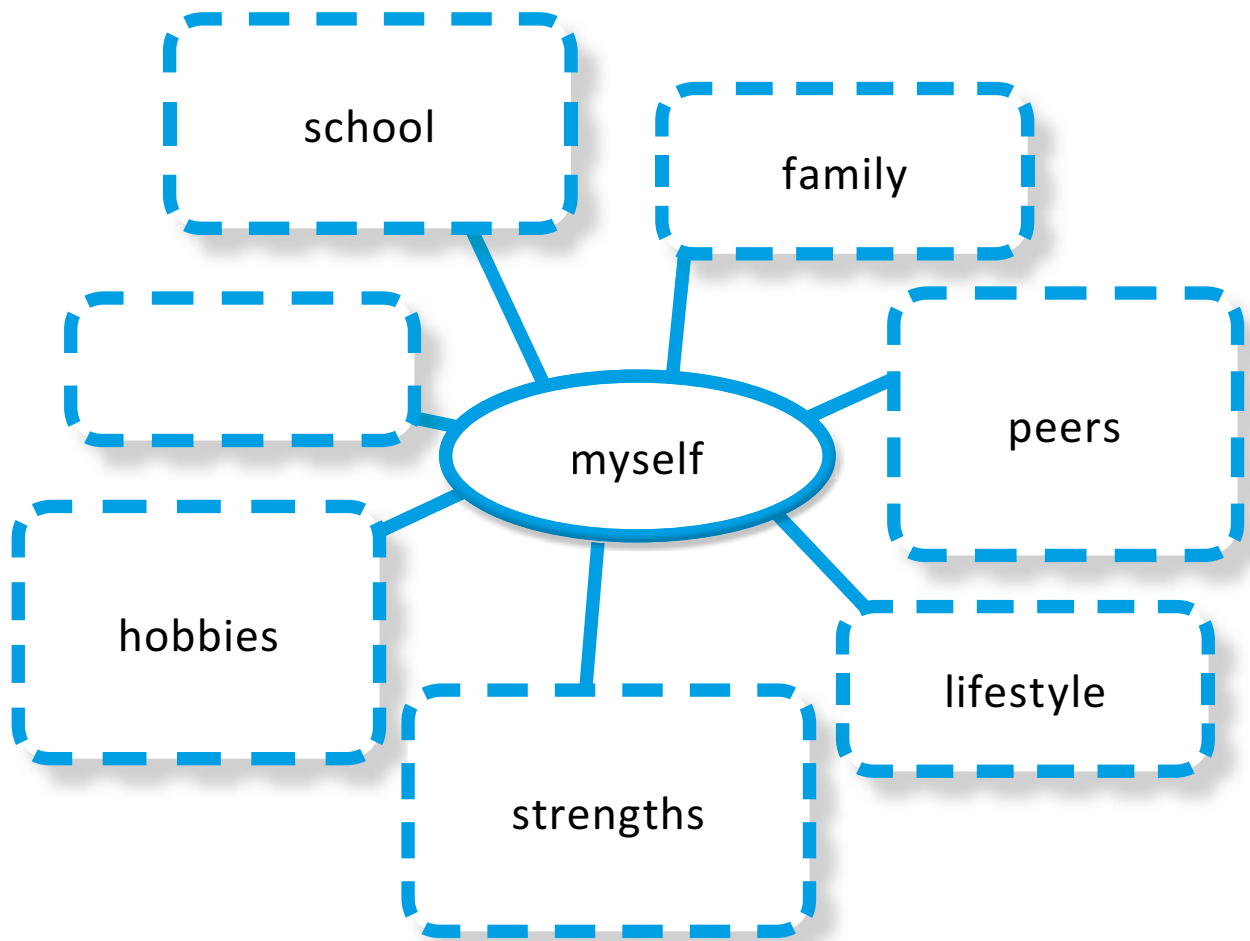
Write down three clearly defined steps or actions that will help you to achieve your goals.

Annex 2 - Clusters - Diagrams

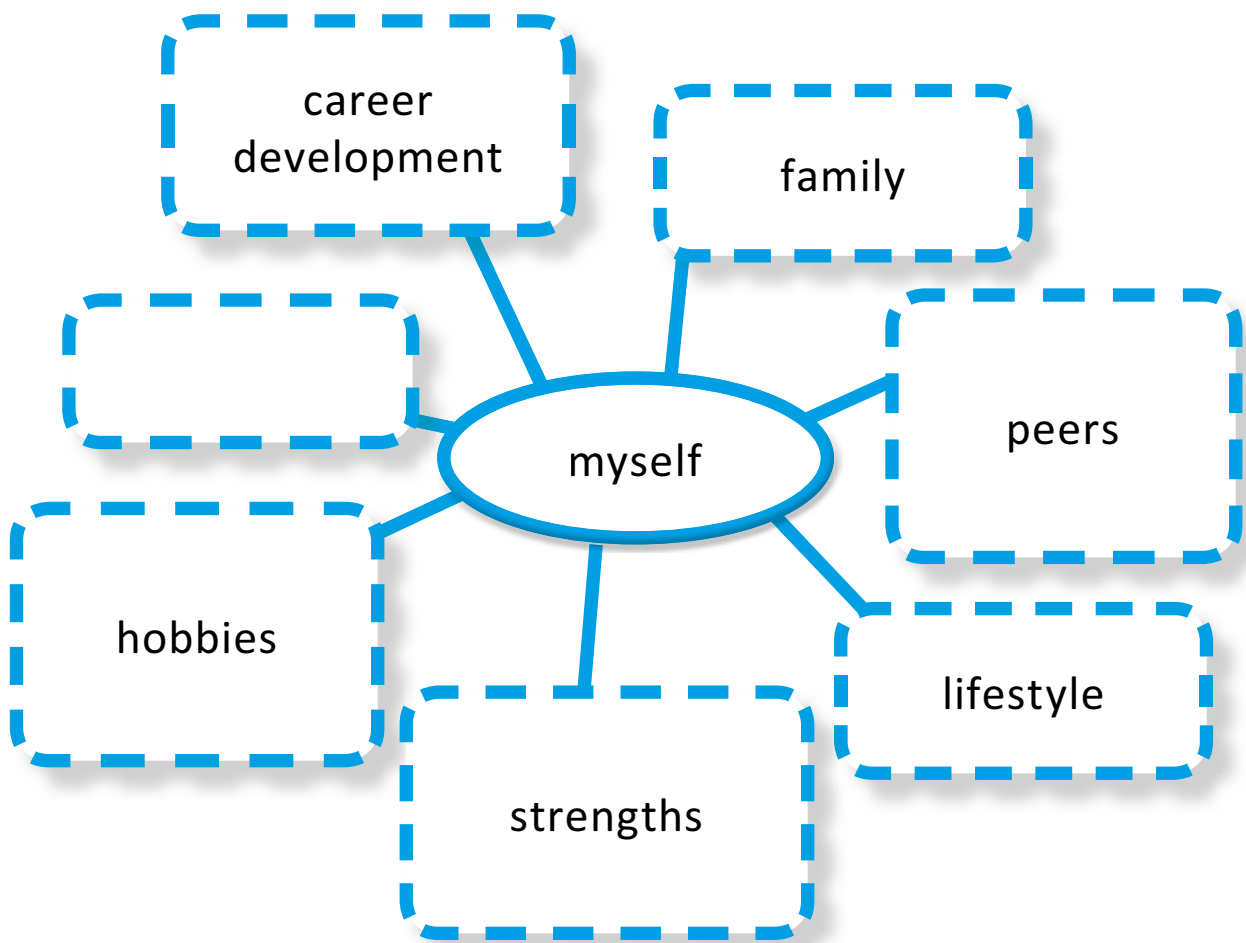
Four diagrams are provided in this annex. The first two diagrams are for the facilitator to use with the individuals to explain the clusters. One of the diagrams is for those at school and the other diagram is for those working or searching for a job. The facilitator selects which one suits the individual. The diagrams include all the clusters and the facilitator can use it to explain the clusters at the beginning of the interview when explaining that there are many factors that can influence an individual's life. The individual is invited to select the first cluster to talk about. The facilitator selects the next one and then the individual again etc.

The last two diagrams are for the facilitator when preparing for the interview. In these diagrams some facts are placed within each cluster that the facilitator can focus on. The facilitator can add more facts based on his/her experience.

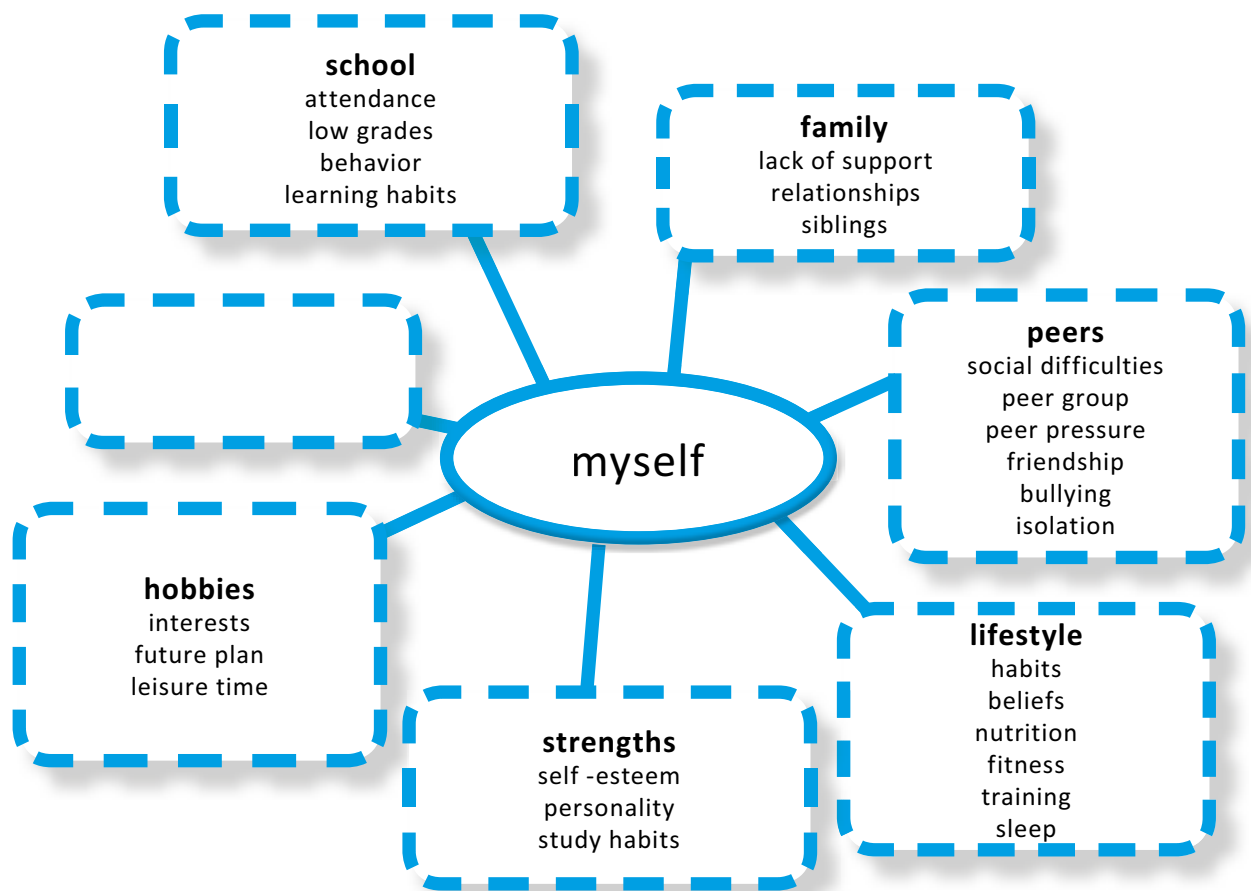
Clusters – A Diagram for an Individual at School



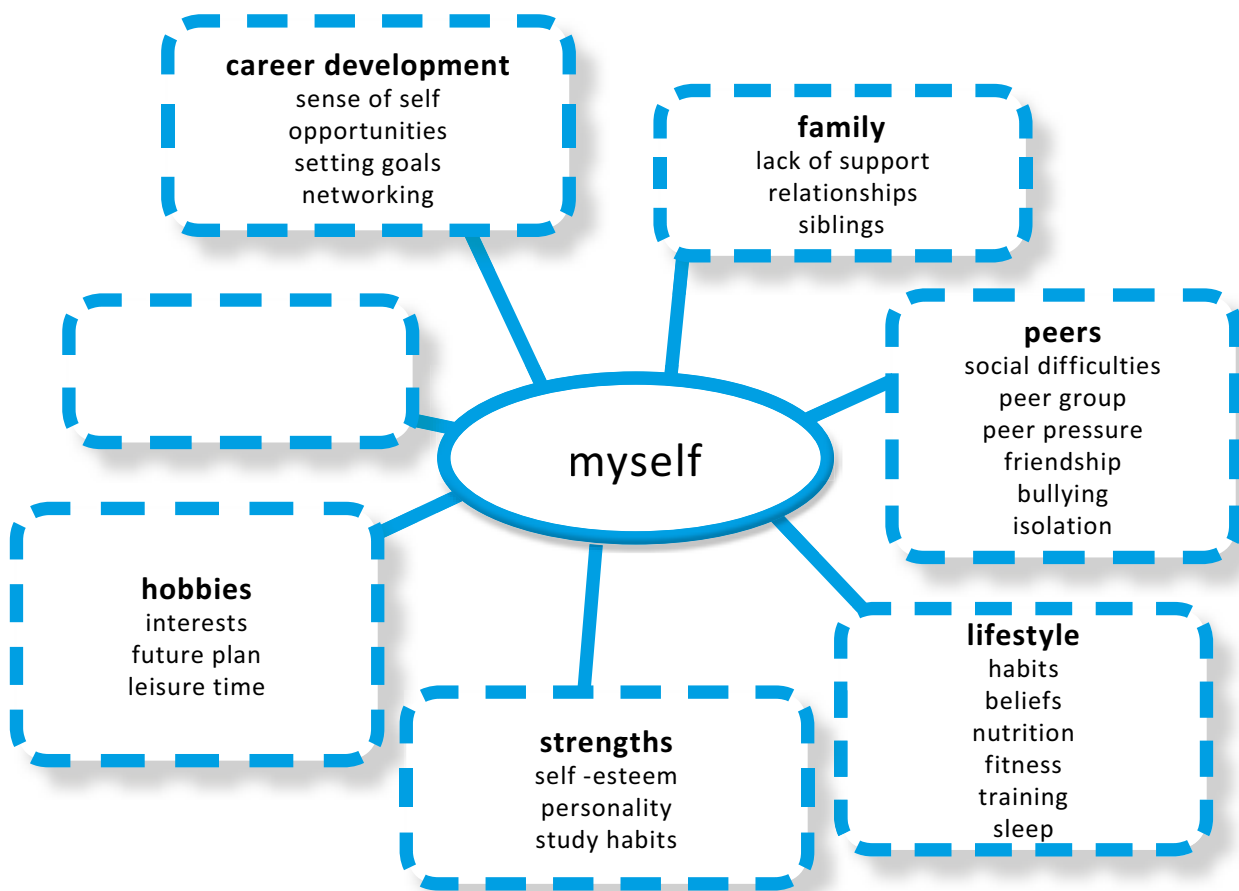
Clusters- A Diagram for an Individual at Work/Searching for a Job



Clusters- A Diagram for the Facilitator – An Individual at School



Cluster- A Diagram for the Facilitator – An Individual at Work / Searching for a Job



Annex 3 – List of exercises

The following exercises can be found on the **Resilience – a Key Skills of Education and Job** project's website (www.resilience-project.eu). The project's partners developed or collected the exercises and on the website they are described in detailed steps and assignments are provided. Some of the exercises are designed for group work and others for individuals. In this list a short description of the exercises for individuals is provided.

Acceptance of being alone - Many individuals are uncomfortable when they are alone even though they live by themselves. Changes in life might force individuals into living by themselves and this requires them to use resilience skills. This exercise gives us an example on how we can change this feeling of loneliness. The exercise can be used when an individual discusses his/her loneliness.

Balancing the Qi - The exercise presents a short experience of one of the internationally most established body oriented balancing exercises, Chinese Qi Gong. It is easy to learn, though the exercise can only give a first „feeling“ of the process and is intended to create awareness and interest in including Qi Gong or similar practices into a resilience plan and healthy life style.

Building a strong body - The exercise is a body-oriented exploration of creating a feeling of strength and coherence in the body, using relaxation and imagery in a three steps process of relaxing, rooting and shielding. A discussion of implementation in a personal resilience plan is at the end of the exercise.

Control – challenge – commitment -the 3Cs of resilience - Daily stress and challenges affect resilience. Accurate and flexible thinking changes the individuals' perspective and fosters their resilience. Individuals can become more resilient by changing their thinking about challenges and adversity. The three topics; Control, challenge and commitment are introduced in order to assist individuals to deal with stress and adversity and to reach out for new opportunities.

Guided imagery – This exercise is a convenient and simple relaxation technique that can help the individual quickly and easily to manage stress and reduce tensions. It is virtually as easy as indulging in a vivid daydream and, with practice, this technique can help the individual to better access his/her inner wisdom.

How to cope with stress - The term resilience has sometimes been applied to those individuals who can deal rather easily with stress. They are often more flexible and have the ability to bounce back when they need to. Other individuals are not that resilient, but it is possible to practise. And it is rather easy. Resilience is for example about facing stress and looking at stressful situations as an opportunity to grow. To become better at what you do. How we view stress strongly affects how we succeed. It is important to know the main symptoms and causes of stress to be able to handle it. If we focus on enjoying challenges and overcome obstacles that are in our way, we will begin to appreciate life better. In this exercise, the facilitator will discuss stress, its main symptoms and causes. The facilitator will work with the group and discuss coping strategies to handle stress better.

Instant vacation technique - Sometimes, the best way to de-stress is to take the individual's mind away to a more relaxing place. This is an exercise that controls the body and releases tension.

Lifestyle and Values – Three concepts are explained and discussed in this exercise. They are lifestyles, values and resilience. The resilience concept will be discussed in connection with lifestyles and values. Many factors are associated with resilience and one of them is a positive view of oneself and confidence in a person's strengths and abilities. If lifestyle and values are examined, the individual can see things in a different way and receive more positive views of himself/herself.

Move from problems to solutions - This exercise focuses on defining problems and finding solutions. Finding solutions makes the individual focus on the future and making his life better. Maybe the majority of individuals speak about their problems, not about solving them. This exercise gives the individual a chance to learn how to define a problem and start setting their minds on focusing on finding a solution to the problem.

My personal factors for happiness - By remembering and evaluating personal experiences, the participants find the five personal qualities and skills that they can best make use of to reach stable happiness and resilience. Individuals recall various events in their life when everything went particularly well. This exercise is developed and based on the theory of choice by William Glasser.

Perfectionism – Perfectionism is sometimes explained as the energy an individual uses in a positive or a negative way. The positive way can lead to personal and professional fulfilment. The negative way can lead to self-doubt and lack of faith or if it is a response to external pressure, it can be agonising and debilitating. Perfectionism can be related to procrastination. If individuals want to be resilient it requires letting go of perfectionism, self-judgment and self-denigration. In this exercise the facilitator introduces the concept; Perfectionism, and encourages discussion about negative and positive aspects of the concept.

Pleasant memories - The target of this exercise is to make individuals aware of hidden strengths they have already shown in the past and to make these strengths available for present challenges. Therefore the individuals are led through a guided imagery programme by recalling pleasant memories.

Procrastination - Procrastination is a behaviour habit where assignments are put on hold. Procrastination is the avoidance of doing a task that needs to be accomplished. This can lead to feelings of guilt, inadequacy, depression and self-doubt. Procrastination has a high potential for painful consequences. It interferes with the academic and personal success of individuals and those who procrastinate often lack a positive self-image. Lack of self – discipline is the largest predictor of procrastination. It is a challenge to overcome procrastination and it takes both courage and resilience. The reason why resilience is necessary to avoid procrastination is because resilience is the ability to cope with difficulties and to bounce back from worries and pain. In this exercise, the facilitator introduces the procrastination concept and encourages discussion about why we procrastinate and how to avoid procrastination.

Resilient thoughts - Many psychological and social pieces of research have demonstrated that emotional resilience is something that can be

learned or improved upon no matter what level of it we are born with. Therefore it is vital to concentrate on our thoughts and how we respond. Informing participants about their thoughts and introducing ways that can change their reactions can lead to increasing emotional resilience. There are many key components that need to develop within the individual in order to become more resilient. In this exercise the focus is on thoughts and ways to change the reaction in order to make individuals more resilient.

Senses – This exercise focuses on the intimate correlation between awareness and moments of happiness. Drawing more attention to one's senses in everyday life can create a landing place for more moments of happiness. In this exercise individuals can find out those senses that can be seen as their personal key to open the door to happiness and resilience.

Stress Management - Stress management is an extremely important skill to develop. This exercise can help to structure one's own approach to stress management. Individuals learn to identify stress symptoms and develop a strategy to cope with stress.

The ABC model - This exercise explains the connection between beliefs and emotional reactions. Very often individuals cannot immediately change or avoid certain circumstances, but they can change the way they think about them. Working on beliefs is a very strong way to become more resilient and helps the individual to have more supportive emotional reactions when facing adversities in life; emotions are shaped by thinking. Emotional disturbance is removed by rethinking!

The Tiger - The fight /flight response is a helpful but also ambivalent blessing and needs careful taming, just like a tiger that can be a strong ally but also a frightening threat. Through a combination of an educational model and simple micro exercises, cultivation of the fight/flight response is promoted within the individual. This exercise explores “stress” reactions as a potential friend and resource.

Thinking habits - This exercise focuses on demonstrating beliefs, the way individuals explain the reasons for adversities to themselves. The beliefs affect how individuals feel and consequently

how they behave. Uncovering the thinking style can help individuals to stay calm and focused in times of stress. In this exercise the focus lies on three typical thinking styles that often lead to non-resilient behaviour.

Thinking traps - Individuals have a strong tendency only to use the information that supports the beliefs they already have and exclude information that does not fit with reality. This exercise reveals so called thinking traps that hinder us from flexible and accurate thinking when we face adversities in life.

Understanding confidence - It is possible to develop resilience in many ways. By enriching communication skills, learning to control ourselves better and evaluate and affirm strengths and abilities, resilience can be developed. So resilience develops as confidence increases. In this exercise the focus is on learning about the complex concept of confidence. Some ways to increase confidence are explained. Confidence includes the six Cs and they are Communication skills, Concept (Self-concept), Competence, Contribution, Control and Courage.

When you are feeling stressed rehearse for success -This exercise focuses on how individuals check their feelings and prepare for a few minutes when facing something they think is difficult. These moments could be when taking a test, giving a speech, going to some event, being chair at a meeting etc. This exercise is about relaxing before this event.

You are a project in progress so is your journal -Resilience, defined as the way you live your life after going through difficult situations, requires the individual to be self-confident. Therefore the individual must move on with his/her life, forgive and learn to focus on the future while staying in the present. Writing a journal will give you a chance to understand the past, live in the present and hope for better things to come to you in the future.

Annex 4 – Evaluation

Evaluation serves to sharpen the focus of planned strategies, shows progress toward established goals and can enable revision and adaptation of tactics. The facilitator adapts the interview strategies to the circumstances and culture of his/her environment and uses his/her personal style and experience. The following evaluation sheet can be used for keeping records and reviewing as professionals develop their methods of using the *Personal Profile*. The following evaluation sheet can be used while evaluating the progress of each individual.



Evaluation Sheet

Name of the individual: _____

1. Background information regarding the individual (fill in the information available):

School _____

Career Development _____

Family _____

Peers _____

Lifestyle _____

Strengths _____

Hobbies _____

Empty cluster (other issues) _____

2. How many interviews were needed with the individual? _____

3. How long was each interview? _____

4. Which cluster was selected first by the individual? _____

5. Which cluster was selected first by the facilitator? _____

6. How did the individual react during the interview?

Secure

Interested

Glad

Talkative

Quiet

Stressed

Bored

Insecure

Calm

Ambitious

Ignorant

Insecure

Not interested

Sad

Influential

Safe

Happy

Other

Positive

Negative

Sociable

Cautious

7. What were the main results in the assignment My Steps for the Future regarding following tasks:

a) Resilience plan

b) Goals

c) Action plan

8. Other comments

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RESILIENCE

personal profile