

Resilience

a key skill for education

www.resilience-project.eu

Personal Profile

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Welcome

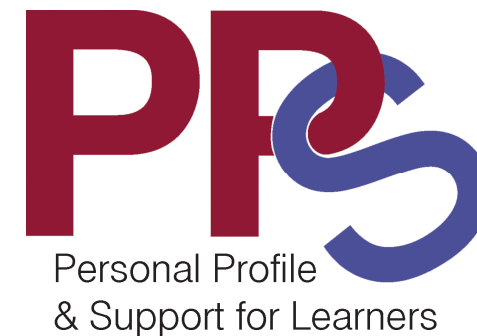
Schedule for the workshop:

- 1 Personal Profile - background, resilience and theories
- 2 Structure – clusters and questions
- 3 Video clips – example of the interview



Personal Profile - Background

- First developed in PPS (Personal Profile and Support for Learners) project supported by the Leonardo da Vinci Community Action Programme (2004 – 2007)





Personal Profile - Background

- Developed further with emphasis on resilience in the *Resilience - a key skill for education and job project* (2012 – 2014)
- PP is a structured interview scheme for counsellors and other specialists to use when working with individuals at transition points in their lives.



Resilience - definition

The ability to exercise constructive lifeskills in order to meet the challenges of life

(Bengt Lindström)



Categories of Resilience

- Perception
- Getting a grip on one's life
- Forming relationships
- Acceptance and confidence in the future
- Orientation on solutions and aims
- Healthy lifestyles and well-being
- Self-efficacy



The Personal Profile

An interview schema designed for counsellors and other professionals when guiding individuals

A systematic approach to assist individuals to:

- examine their strengths, weaknesses and their learning environment
- define their needs
- assist them in setting goals for their future



Theoretical background

The *Personal Profile* is based on theoretical framework using accepted theories in career counselling, group counselling and psychotherapy.

Furthermore, The *Personal Profile* is based on theories from constructive and narrative approaches combining those theories with William Glasser's theory of people's needs in connection with Vance Peavy's socio dynamic counselling method.



Lifeline

Individuals understand their own life and the lives of others through stories they tell another person. Storytelling can create connection in current situation in life. When a person tells a story she/he experiences the atmosphere of how it is and who she/he is. The stories can vary from a lifespan of an individual to a short moment in their lives that explains a small part of the person's life.

(Peavy, 2000)



Past Experience - Schmidt

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 influenced by the current situation and the current frame of mind
- the present ,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 experiences is a small or bigger part of individual's identity – individuals create their identity through telling stories about themselves



Glasser's Needs

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 for feel self-worth, achievement 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 and play and to explore.

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



The Structure

- The first session – Collecting information, discussion and mapping. Counsellor schedules the final session and (extra sessions if needed).
- The last session – Making plans and setting goals for the future by using the assignment sheet, *My Steps for the future (including Resilience Plan, Goals and Action Plan)*.



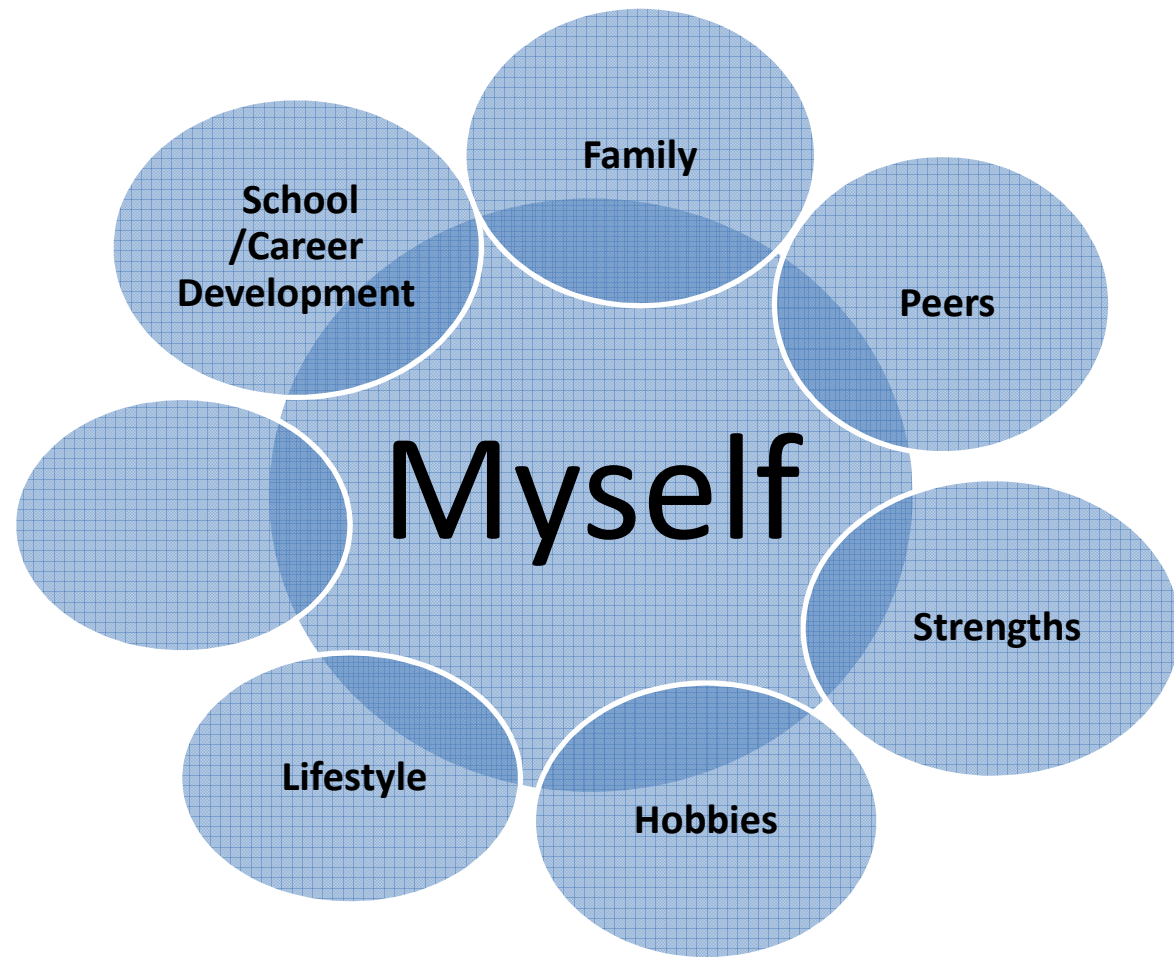
The Clusters

- There are seven clusters for discussion.
- One of the clusters is in two parts: School or Career Development.

If the individual is employed or searching for a job, the *Career Development* part is for discussion. If the individual is studying, the *School* part is for discussion.



Clusters for discussion





Questions based on Glasser's needs

Peers

The Past

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**)



Dialogue within the clusters

The concept lifeline (the past, the present and the future) is used within each cluster by asking the individual to describe a positive experience:

- 1) Story telling
- 2) Expand and understand the story
- 3) Future goals
- 4) My Steps for the future (assignment)

Resilience Plan, Goals and Action Plan



The Person as Whole

It is too simplistic to treat career or school issues separately from personal issues. Individuals cannot be separated from the environment around them according to the view of the constructivist career development model

(Savickas 1993)