

2.3.5. Technical Sheet: Identifying Role Models

| Activity Identification | Dimension | Number of Participants | Duration (minutes) |
|-----------------------------|-----------------|------------------------|--------------------|
| 12: Identifying Role Models | World Knowledge | 8 – 12 | 60 |

The aim of the activity

When going through a transition it is important to have the support and encouragement from others. Having and observing a role model that has the competencies, strength or attitude one would like to acquire can increase the belief in one's performance and actions and thereby one's self-efficacy. A good role model can inspire and show the participant the first and next stepping stone, so it becomes more manageable to move into a new unknown area.

This activity will help the participants identify good relations and support persons that can act as role models. It also creates awareness of the potential strengths and support that exist in their network, as well as giving participants a clear idea of who to contact for different kinds of support.

To wrap up the activity each participant will need to identify and contact minimum one role model who can and will support the person in their life-changing project.

Preparation

Print handout **12: Identifying Role Models**

Read the **pedagogical section** (chapter 4) about **self-efficacy and role-models**.

Instructions

1. Introduce the term 'Role Models' from the self-efficacy concept to the participants.
2. Use the result (diagram) from the 'mapping the network relations' if they already have done this activity to support this activity.
3. Ask the participants to fill out the questionnaire (handout) or go through the questions in plenum.
4. Have the participant share their immediate impression of the result of the list. There are no good or bad results. Ask them about their new findings or if the exercise has caused them to view the situation in a way they did not prior to the exercise.
5. Have the participants link the activity to one of the actual goal of the participant, and then choose one or more role model(s) who can best help the participants achieve these goals. Have the participant fill the questions in the handout.
6. One step further: You can ask the participant to review their strengths from the strength activity 'solitaire' or the VIA online profile. Then have the participant select one of their top strengths e.g.: Creativity and have them look for a person with the quality in question (e.g.: in their social network diagram), and then try to discover



how that specific person is using his/her creativity strengths in their daily life. In doing so you can get inspiration on how to use more of your own creativity.

Observations / Suggestions

It is important that the role model is a person that the participant can identify with and relate to. It is therefore important to underline, that the role model cannot be a hero or a famous person.

Source / Links / Further Information

If you want to learn more about self-efficacy and role models go to: Bandura, A. (1994) Self-Efficacy. Salt Lake City: Academic Press

Actual version of this tool can be found here: <https://live2work.eu/go/identifying-role-models/>