

Emma Ogilvie, Director, Resilience Development Company

Dear Tom

Many thanks for your email and we'd like to submit the attached case studies which we believe will provide both evidence and insight into current trends in mental health in Jersey. Our preference would have been to be able to present the attached case studies and below comments face-to-face so apologies for the complexity.

Myself and representatives from the social enterprise company Resilience Development Company attended the SOJ Mental Health Review starting in 2015 to drive forward preventative measures around good mental health and to promote meaningful and measurable outcomes. As a service provider, the company works alongside corporate organisations, UK NHS, Education, Third Sector and Government departments to better support mental health.

Furthermore, in response to the review, I was instrumental in forming the Resilience Matters charity alongside a panel of 13 local industry members who understand the local challenges associated with mental health. These committee members are from diverse backgrounds and expertise ranging from Health, Education, Third Sector and Business and work collectively to remove barriers faced by local people within the community, so they can access the skills to better manage their own and their family's mental health. Of note is that the Parent Project data illustrates 40% of the parents reported that their anxiety levels resulted in an inability to function yet chose to engage with Resilience Matters. 150 Parents enrolled within 24 hours of launching the service in 2015. As a service provider, the charity works alongside Education and Third Sector to better support mental health.

Actions were taken post Review through the following projects that directly relate to key priority 2: prevention and early intervention.

Resilient School Project – Haute Vallee (attached)

- Provides further insight into the recent Children's Commissioner Report, specifically around:
 1. **Pre-post measurement of anxiety levels** (relating to p.19 Figures 28 & 29 of report) and the impact of the resilience intervention to facilitate skills to enable young people to identify, regulate and communicate their emotions with others.
 2. **Experiences of bullying** (Relating to p. 12 Figure 14) and the impact of the resilience intervention to facilitate skills to enable young people to better understand their emotions, the behavioural consequences and have the skills to navigate difficult relationships and situations, discuss sensitive issues, feel listened to and can talk about their emotions without feeling vulnerable.

***year 10 feedback:**
Student self-reporting "becoming easily annoyed or irritable" showed a 50% decrease.
Student self-reporting "worrying too much about different things" showed a 43% decrease.
Student self-reporting "trouble relaxing" showed a 50% decrease.
Student self-reporting "being so restless that it is hard to sit still" showed a 40% decrease.
Student self-reporting "feeling afraid as if something awful will happen" showed a 60% decrease.
Student self-reporting anxiety levels impacting their ability to function decreased from 40% (pre-programme) to 0% on key indicators.

Student self-reporting anxiety levels were decreased from 60% (pre-programme) to 20% on key indicators.

100% - skills helped me to communicate better, even when things are difficult and I feel stressed.

100% - helped me make sense of difficult relationships and arguments at home and school.

100% - helped me make sense of my emotions and feel less stressed.

100% - helped me make better decisions and solve problems with a clearer head.

50% - improved my ability to work as a team.

***teacher feedback relates to the impact of the resilience intervention to enable the teachers (the support network around the young people) to better manage their own mental health and support young people navigate through difficult relationships:**

Number of teachers reporting increases in:

67% - ability to deal positively with pressures and stress in the workplace

75% - ability to think accurately in challenging times

83% - understand why people disengage and how to deal with it.

42% - has improved their ability to engage with others.

67% - ability to communicate, resolve conflict and solve problems.

83% - improved teamwork and communication.

91% - skills are vital to developing a great culture.

82% - now use these skills with students and colleagues.

See a direct link between the skills and:

92% - improving wellbeing

92% - mental health

Resilient Parent Project – training delivered by Resilience Development Company and funded by Resilience Matters (attached)

- Provides further insight into the recent Children’s Commissioner Report, specifically around p.27 Figure 36 – parenting support and support for young people making the transition to adulthood.

Pre-post measurement of anxiety levels

Parents self-reporting “becoming easily annoyed or irritable showed a 31% decrease.

Parents self-reporting “worrying too much about different things” showed a 37% decrease.

Parents self-reporting “trouble relaxing” showed a 34% decrease.

Parents self-reporting “being so restless that it is hard to sit still” showed a 43% decrease.

Parents self-reporting “feeling afraid as if something awful will happen” showed a 52% decrease.

Parents self-reporting anxiety levels impacting their ability to function decreased from 40% (pre-programme) to 4% on key indicators.

Parents self-reporting anxiety levels were decreased from 58% (pre-programme) to 15% on key indicators.

Number of parents reporting:

90% - increased ability to deal with the pressure and stress of life.

94% - ability to improve relationships and resolve conflict much easier.

95% - feeling more confident and in control.

90% - ability to manage their own and their family’s mental and emotional health.

94% - ability to more confidently manage thinking in stressful and challenging times.

We have not been asked for any further involvement from the Review, given any support or been asked for any updates on these projects (or indeed been updated of progress in general) and feel

these case studies highlight the further work needed to address mental health in Jersey, specifically from a preventative approach.

We would like to formally request a private hearing with the Scrutiny Panel at the earliest convenience.

Emma

Emma Ogilvie | Group Station Commander | Director

Discover our [resilience blog by clicking here.](#)



Haute Vallée School
Pride in all we do

Pride . Ambition . Respect . Teamwork



The Project BACKGROUND

Throughout 2016/2017, social enterprise Resilience Development Company set their toughest challenge to date. In contrast to delivering their resilience programme to leaders and managers from FTSE 100 companies, they swapped the boardroom for the classroom to work in partnership with Haute Vallée Secondary School to directly support a diverse set of 12 Year 11 and 12 Year 10 students currently preparing for their G.C.S.E examinations. 15 teachers also joined the programme who provide a support network around these students. A skill-based approach was taken towards tackling barriers to learning and increasing positive mental health, to ensure students are better prepared for success in the

Haute Vallée school explained that: “A diverse set of students were chosen for the programme facing a range of challenges from high anxiety, poor motivation and attitude to learning through to low levels of confidence and self-esteem. Introducing a common language into the school environment will help students discuss and manage their current challenges, their relationships and mental health, without feeling vulnerable. Whilst finding ways to resolve issues at home and in the school setting.”

Year 11 STUDENTS

STUDENT RESULTS

01

REMOVING SOCIAL & CULTURAL BARRIERS TO LEARNING

Interact with others, work as a team, think creatively & become solution focused.

75%

SKILLS HELPED ME TO COMMUNICATE BETTER, EVEN WHEN THINGS ARE DIFFICULT & I FEEL STRESSED

75%

HELPED ME MAKE SENSE OF DIFFICULT RELATIONSHIPS & ARGUMENTS AT HOME & SCHOOL

40%

HELPED ME PREPARE FOR EXAMS

88%

IMPROVED MY ABILITY TO WORK IN A TEAM

Removing EMOTIONAL BARRIERS TO LEARNING

Confident & motivated learners, growing & learning through mistakes, celebrating strengths & engaging with goals.

100%

HELPED ME MAKE SENSE OF MY EMOTIONS & FEEL LESS STRESSED

75%

HELPED ME MAKE BETTER DECISIONS & SOLVE PROBLEMS WITH A CLEARER HEAD

100%

IMPROVED ABILITY TO ACHIEVE MY GOALS

88%

CONTINUES TO HELP ME THINK DIFFERENTLY

75%

HELPED ME TO BE MORE CONFIDENT

63%

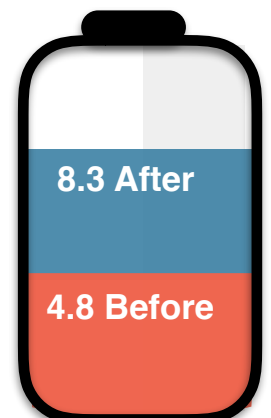
HELPED ME BE MORE POSITIVE & TRY NEW EXPERIENCES

“We teach the same set of skills to board level professionals across a diverse set of industries ranging from FTSE 100 companies to NHS professionals and they all tell us the same thing; these skills should be taught in schools. In addition to the obvious benefits associated with creating future leaders with strong social skills and the ability to think strategically the programme teaches evidence based skill to enable students to better manage their emotional and mental health. For us, prevention against poor mental health is fundamental in today’s society. Our programme gives people the language in which to manage their mental health without feeling vulnerable.”

- David Ogilvie FCMI MIOD DMS DIPIOD

Director - The Resilience Development Company

THE AVERAGE LEVEL OF RESILIENCE ACROSS STUDENTS INCREASED BY 3.5 BASIS POINTS ON A 10 POINT SCALE





Year 11 STUDENTS

STUDENT TESTIMONIALS

02

“ What has been the biggest change in you since starting the programme? ”

- “ I now find it easier to express myself in lessons and participate more when answering questions. I feel it focused my attention on what I want to achieve, goals and my future.”
- “I now use the skills to help me with difficult conversations. It’s much easier for me to spot when I am being dismissive or jumping to a judgement. I see far more good in people now!”
- “I am more confident in my own abilities and feel I can achieve my goals.”
- “ I was pleased with my performance as a Jersey Archer but after being on the programme I knew that instead of aiming to qualify for the Island Games, I believed I could make the GB Olympic squad. I now train with the top archers all over the world and am being coached as a future Olympian. Not only this, I taught my family some of the skills too!”
- “Sometimes, before the programme, I would get so anxious & upset over things I now have much more control over my emotions and use the strategies to help me keep calm.”
- “I used to worry a lot and this would lead to me having time off school. I really don’t think I would have coped with the stress of G.C.S.E’s without this programme. It helped me with my worrying and lack of self-belief.”
- “I know I am quite clever but I was really worried that I wasn’t good enough. I used to doubt myself and allow my negative thinking to affect my outlook on my future. I also used to worry a lot which my friends did too, I taught them how to avoid this.”
- “I used to get stressed very easily but I now know how to regulate my stress levels. I use a lot of the skills now without even thinking.”
- I am painfully shy and have little confidence in my own abilities. I enjoy writing songs and composing music. When I had to perform before completing this programme, I would feel sick and believe that I was going to mess it up and fail. I also made opinions of people I didn’t really know and allowed myself to believe they were better than me. Since completing the programme it gave me the courage to apply for scholarships in the UK with people I don’t even know and I would never had considered that before! I didn’t get in this year but I am going to keep trying and seek out opportunities I wouldn’t normally have even given a second thought to.”

“ What would you tell someone thinking of attending the programme? ”

- “It’s worth while and I would recommend it.”
- “Good at building and developing skills.”
- “Don’t give up and go to all of them if you can because it is fun.”
- “It helps boost confidence and think of stuff differently.”
- “It is difficult to start with but it is worth it.”
- “Go for it!”
- “Pay attention and that you will find things to talk about and understand yourself doing it.”



Year 10 STUDENTS

STUDENT RESULTS

03

REMOVING SOCIAL & CULTURAL BARRIERS TO LEARNING

100%

SKILLS HELPED ME TO COMMUNICATE BETTER, EVEN WHEN THINGS ARE DIFFICULT & I FEEL STRESSED

100%

HELPED ME MAKE SENSE OF DIFFICULT RELATIONSHIPS & ARGUMENTS AT HOME & SCHOOL

88%

HELPED ME PREPARE FOR EXAMS

50%

IMPROVED MY ABILITY TO WORK IN A TEAM

Removing EMOTIONAL BARRIERS TO LEARNING

Confident & motivated learners, growing & learning through mistakes, celebrating strengths & engaging with goals.

100%

HELPED ME MAKE SENSE OF MY EMOTIONS & FEEL LESS STRESSED

100%

HELPED ME MAKE BETTER DECISIONS & SOLVE PROBLEMS WITH A CLEARER HEAD

63%

IMPROVED ABILITY TO ACHIEVE MY GOALS

100%

CONTINUES TO HELP ME THINK DIFFERENTLY

63%

IMPROVED CONFIDENCE LEVELS

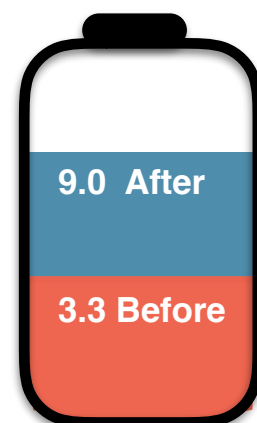
94%

HELPED ME BE MORE POSITIVE & TRY NEW EXPERIENCES

“The student Resilient Leaders wear their badges with pride knowing they've achieved something special. One particular student on the programme has a very turbulent life and was facing an incredibly difficult time. However, after the programme they flourished and became a support for peers, demonstrating incredible resilience. I have no doubt the programme has had a huge impact on the students, indeed several students have told me.”

- Haute Vallée teacher

THE AVERAGE LEVEL OF RESILIENCE ACROSS STUDENTS INCREASED BY 5.7 BASIS POINTS ON A 10 POINT SCALE



REDUCING ANXIETY LEVELS

Self reported anxiety levels

BEFORE RESILIENCE TRAINING

AFTER RESILIENCE TRAINING

60%

Reporting high levels of anxiety.

40%

Reporting that anxiety impacted ability to function.

20%

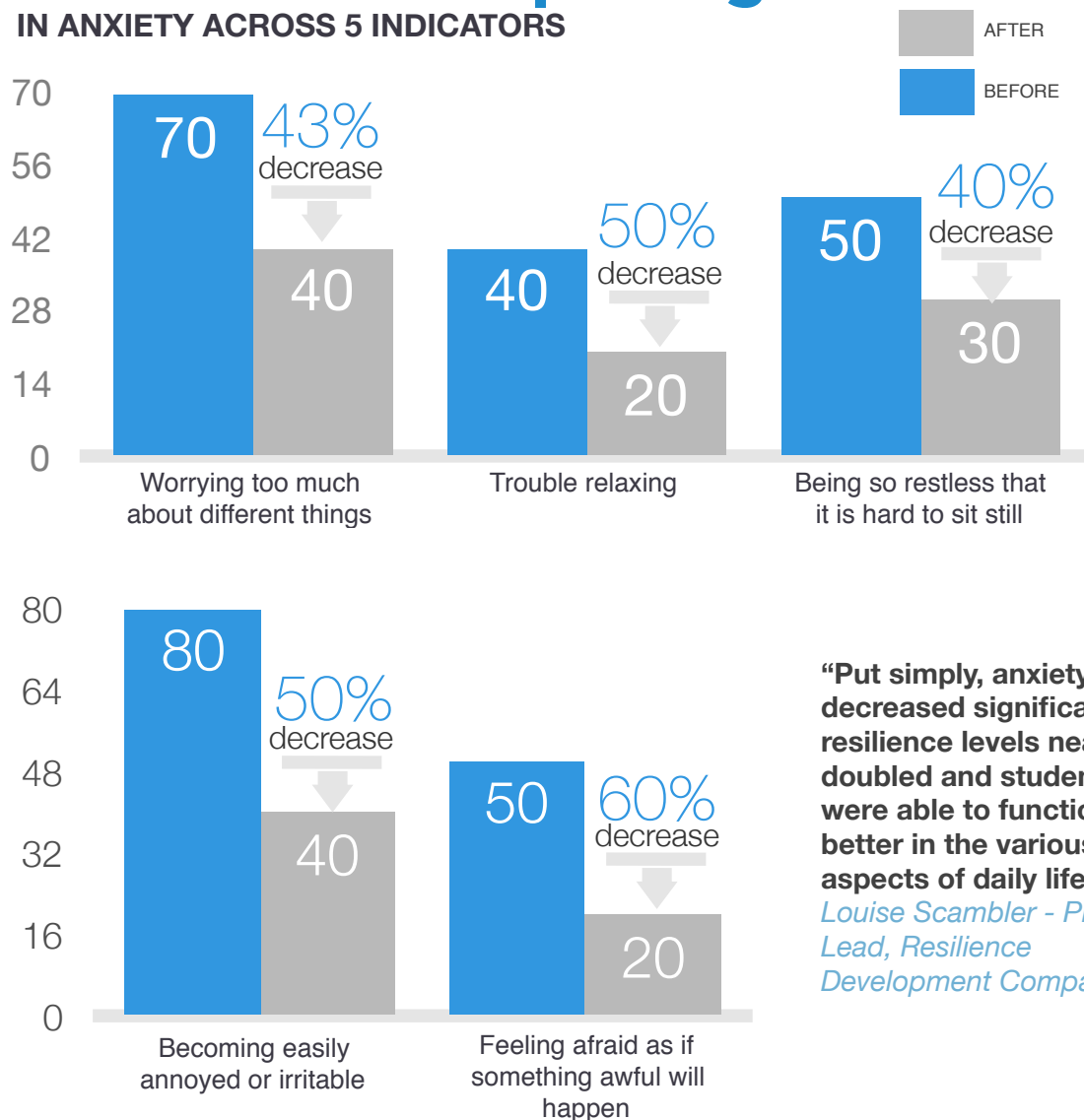
Reporting high levels of anxiety.

0%

Reporting that anxiety impacted ability to function.

% of students reporting reduction

IN ANXIETY ACROSS 5 INDICATORS



“Put simply, anxiety levels decreased significantly, resilience levels nearly doubled and students were able to function better in the various aspects of daily life.”
Louise Scambler - Project Lead, Resilience Development Company



Year 10 STUDENTS

“ What has been the biggest change in you since starting the programme?

- “It has helped me sit down and think about achieving my goals, seeing things differently and helping me everyday, not just in school. I always show my friends the positives now and how to control situations.”
- “I keep a notepad beside my bed in case I think of something and don't want it to stop me sleeping, I also use the 90/20 time management skills for homework, I listen more to my friends and consider their point of view now.”
- “When my parents don't listen to me I communicate using the frameworks taught. I also use this with my friends.”
- “I've used my skills with my parents when I start to argue, I just let it go because life will go on! I also use them to help my friends think straight.”
- “I use the time management skills to help with my homework and revision.”
- “I have been sleeping better, and I use the skills sometimes with my friends.”
- “When I have an argument with my friends.”
- “Used it last week on a friend that was stressed.”
- I've used the skills when I have arguments & I have been spotting strengths in other people.”
- “All the time in everything I do!”

“ How have the skills helped you with your learning?

- “I use Tactical Breath technique in the subjects I struggle with, the skills have made me more motivated to pass my exams and achieve my goals as well as lowering my stress.”
- “Tactical Breath with Maths when I feel frustrated.”
- “In English I tell my friend to not give up and use Tactical Breath and try again. I take regular breaks when revising so I can stay focused.”
- “I've used my skills in every subject by not overthinking, at home I use the time management skills to help with revision with 20 min break.”
- “In Business Studies I used SWOT and I use the other skills to help me at home and to plan my school work.”
- “I use them all with homework in all subjects, it makes me feel less stressed.”
- “I've used them in most subjects, and if people wind me up I try to ignore them.”
- “I have used the skills in lots of lessons to help me deal with stress and anxiety.”
- “This programme has helped me a lot.”
- “I use it in English a lot and it has definitely helped me with school/homework.”
- “I use it in English and I use it for homework as well.”

“ Anything else you would like to tell us?

- “Helped me see things from a different point of view and stopped me worrying.”
- “I feel more relaxed, I listen more to others.”
- “I've become a better person overall. I feel like I'm a nicer friend.”
- “I have started to see that my stress level has gone down from day one.”
- “I am more calm and I feel that I am feeling more happy.”
- “I have been doing my homework with no stress.”
- “I've been acting better than I used to.”
- “This course has helped me a lot.”
- “I have more confidence in life.”
- “I can plan things a lot better now and actually go through with it.”
- “I am more positive and my self esteem has been boosted.”



Teachers PROGRAMME

TEACHERS RESULTS

06

REPORTING
THAT USING
THE SKILLS:

83%

IMPROVED
COMMUNICATION &
TEAMWORK

75%

IMPROVED THEIR
ABILITY TO FOCUS ON
STRENGTH

58%

INCREASED THEIR
ABILITY TO BE
ENGAGED ON THE
JOB

91%

ARE VITAL TO
DEVELOPING A
GREAT CULTURE

42%

HAS IMPROVED THEIR
ABILITY TO ENGAGE
WITH OTHERS

**Number of teachers
REPORTING INCREASES IN:**

67%

ABILITY TO DEAL
POSITIVELY WITH
PRESSURES & STRESS
IN THE WORKPLACE

75%

ABILITY TO THINK
ACCURATELY IN
CHALLENGING
TIMES

83%

UNDERSTANDING
WHY PEOPLE
DISENGAGE & HOW
TO DEAL WITH IT

75%

ABILITY TO
UNDERSTAND
THEMSELVES

67%

ABILITY TO
COMMUNICATE,
RESOLVE CONFLICT &
SOLVE PROBLEMS

SEEING A DIRECT LINK BETWEEN THE SKILLS AND:

92%

IMPROVING
WELLBEING

92%

IMPROVING
STUDENT
WELLBEING

92%

MENTAL HEALTH

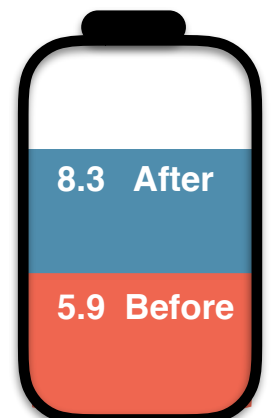
75%

REDUCING
BEHAVIOUR THAT
ERODES VALUE IN
THEIR ORGANISATION

75%

REDUCING STUDENT
BARRIERS TO
LEARNING

THE AVERAGE LEVEL OF
RESILIENCE ACROSS TEACHERS
INCREASED BY 2.4 BASIS POINTS
ON A 10 POINT SCALE



NUMBER OF
TEACHERS
REPORTING
INCREASES IN
THEIR:

67%
EMOTIONAL
RESILIENCE

92%
MENTAL RESILIENCE

42%
SOCIAL RESILIENCE

42%
PHYSICAL RESILIENCE

Sharing Resilience Skills I HAVE BEGUN USING THESE SKILLS

64%
OUTSIDE OF WORK

82%
WITH STUDENTS

27%
WITH PARENTS

82%
WITH COLLEAGUES

““ What teachers had to say about the programme

“As a teacher, I thought that a high stress environment with limited time and resources was inevitable. However, as a senior member of staff I have benefited from the skills taught both professionally and personally. I’m much less stressed and much more effective with the time and resources I have. The strategies have also shown me ways to unlock more which makes my job so much easier! The other great thing is that the skills are designed to be easy to use and transferable which has enabled me to introduce the skills to those around me resulting in a much happier and more productive place to work.”

- Haute Vallée teacher

“The Resilient Teacher Programme was a revelation to me and I’m a huge advocate. The evidence based skills were fantastic in increasing my self-awareness and enabling me to work at my best. Before the programme I was guilty of mind reading, jumping to conclusions and not dropping the peanut! Resulting in some powerful insights into myself and how I operate and also understand strategies that can be used together with students to adapt their own behaviours in a more productive and positive way. I would highly recommend this programme to anyone as it has taught me invaluable life skills.”

- Haute Vallée teacher





Teachers PROGRAMME

TEACHER TESTIMONIALS

08

“ What has been the biggest change in you since starting the programme?

- “As a member of the support team it has given me more understanding of why people may do certain things and to look for the strengths that people have.”
- “Helping students.”
- “I am able to see things from a different perspective, refocus in the face of adversity and the biggest thing has been the change in how I plan and evaluate problems and decisions.”
- “I am more aware of my own social & emotional triggers, and therefore recognise them in the pupils more.”
- “I have focused on prioritising things that are I can control and started to stress less about the things I cannot change. I have made decisions that have had a positive impact on my life.”
- “Knowing myself better and being a stronger person.”
- “More positive and calmer - enjoying coming to work each day knowing I now possess these skills to deal with challenges and challenging situations.”
- “More thoughtful and analytical in my approach.”
- “The best change is understanding the change in the students who have participated and knowing why. The biggest change for me personally is ability to understand the factors that do cause me stress and realising it whilst still remaining in control of the situation and usually solving the issues.”
- “Whilst I thought the programme was very good, there hasn't been any big changes. I feel that I am already resilient and don't have any issues with dealing with situations - successfully. I would still recommend the programme however, so that staff and students can work together using common strategies and language.”

“ What impact has the training had in your day-to-day life?

- “All areas of life. The programme has a unique way of embedding the ideas, many I've come across before but never really used, as this goes deeper and integrates them into daily life as it makes sense and is simple.”
- “Dealing with stressful situations.”
- “Helping control overworked thoughts.”
- “I feel better organised.”
- “I have more energy because I am more positive and calmer in my approach to things. I focus on my strengths when times are tough and they lift my mood. I don't feel worried about having to deal with difficulties the job may bring.”
- “It has made me rebalance my work life expectations, helped me set goals and had a measurable impact on how I deal with stress.”
- “On a day to day basis it has made me understand myself more and also understand others better. I'm spending more time doing things that make me happy.
- Think about situations in a deeper way.”
- “I enjoyed the programme on many levels. There is always a sense of moving forward, embracing the good whilst providing skills to lose what doesn't serve you or you can't control. In a professional capacity I have additional tools to work with the students.”





“ What would you tell someone thinking of coming on the programme? ”

- “The programme is invaluable, some things will be known to you but the way the programme is put together links to everything you do throughout your day. It will help you answer so many questions on why you do things in certain ways and help you work out alternative ways to do things in the future that will help you to be more productive and effective in all areas of your life.”
- “The programme is so worth undertaking to help yourself and the students.”
- “This programme will not only have an impact on your daily practice but will also help you get the best out of all aspects of your life. It will make you more able to approach goals in life and in work. It will give you a range of skills which will stay with you for ever. I strongly believe that the full programme retrains your way of thinking and your way of dealing with a range of experiences in life and work.”
- “The Resilience Programme has really made me think about things in my life that cause me stress and how to manage them. I have explored the idea of prioritising my concerns and thinking about what I can control and not dwelling on things that are out of my control. I particularly enjoyed looking at the different types of energy and how they affect my performance as a person. I have learnt lots of skills that I can apply in the workplace and outside of work. I have seen some of the skills being applied by students. By doing this the student was able to share what they had written with me at the end of the lesson. This showed how he did not get annoyed, as he was able to control his emotions & behaviour by writing down the situation instead of reacting to it. It also helped us look at strategies to avoid this in the future.”
- “A good opportunity, so that staff and students can 'use the same language' and practise the skills that have been taught.”
- “It's difficult to explain the impact of the programme. I've loved it and find it especially important with colleagues from own school which is rarely possible and allows the opportunity for us to discuss and carry on applying the skills.”
- “I cannot recommend this programme enough. Giving up two hours a week for 8 weeks is worth it for all the invaluable skills you acquire. It has allowed me to improve on both a professional and personal level. The training provides you with the skills to allow you to manage stress and pressure, now I know to focus my attention on the things I can control, allowing me to go about my day in a more positive and productive way. I feel fortunate to have been given the opportunity to attend this programme and I know that it will have huge benefits for my mental health as a teacher. Hearing from the year 10s this morning about how they have found the training was powerful. Students you wouldn't expect have changed their behaviour and matured, just by attending this 8 week programme. So make sure you sign up - it will definitely improve your wellbeing on many levels.”
- “To go with an open mind, listen, question and value the time with colleagues discussing important issues.”
- “Do it!”
- “Do the programme.”
- “Give it a go!”





Teachers PROGRAMME

“ What impact has the training had on your students?

- “The students are able to interact with a common language. I hear them reminding each other to take a Tactical Breath, referring to ‘POP!’ and knowing how to support each other. The student Resilient Leaders wear their badges with pride knowing they've achieved something special. One particular student flourished and became a support for peers. I have no doubt the programme has had a huge impact on the students, indeed several students have told me.”
- “Able to offer them new techniques. They are becoming aware how to help themselves and staff can reiterate. The skills are invaluable for my SEMH students as they can now control responses.”
- “It has been really useful working with some of the students that have also completed the programme it has been great to be able to link things and support and remind them of the skills they have learnt when things may get tough.”
- “Very positive impact on students and who have also completed the course. I am able to speak to the students using the same language.”
- “When in contact with those who have completed the programme, I am able to use the common language and discuss the techniques.”

“ More teacher feedback

“I looked forward to the training each week. It is certainly allowing me to improve on both a professional & personal level. First & foremost, the training has provided me with the skills to allow me to manage stress & pressure - I now focus my attention on the things I can control, allowing me to go about my day in a more positive manner. Secondly, I am starting to feel more energetic & productive at work. Furthermore, I am making a conscious effort to tune into my strengths & I feel this is starting to have a huge impact on the way I perform & behave, both inside & outside of work. Finally, I feel fortunate to have been given the opportunity to attend this programme & I know that it will have huge benefits for my mental health as a teacher which in turn will have a positive impact on my performance & therefore a positive impact on the students I teach”

- Haute Vallée teacher



What advantages

WOULD SCHOOL LEAVERS BRING AS A RESULT OF THE TRAINING?

FINANCE

- The course is critical for young candidates to settle down and create the right platform and attitude to progress in the workplace. School leavers would benefit from resilience training by the Resilience Development Company as it would enable them to make quicker transitions into the workplace; more prepared and adaptable with the pace of change in corporate organisations. The Mindset of learning from failure would give them the confidence to try new things and learn from their experiences. *Cara Dunford - HR Partner at RBC*
- A school leaver who has been resilience trained by the Resilience Development Company would have the benefit of enhanced levels of self-awareness. The work environment is very different to the school environment, and there will be aspects that some school leavers find easier to adjust to than others. Improved self-awareness should make that transition easier to navigate. The school leaver will gain a practical tool kit to use that will help them integrate and contribute quicker with less frustrations and the skills would give them confidence to overcome challenges they may face. They will also gain an appreciation / awareness of their own strengths. *Emma Kirby - HR Director at UBS*

EMERGENCY SERVICES

- Firstly in interview it would be clear that the personal attributes gained from resilience development would provide an advantage for candidates. If successful and once in position with Jersey Fire & Rescue, the main benefits would be the ability to multi-task without stressing and an approach that appreciates how to work with own and team member's strengths. Secondary a mature, balanced approach to a career. I would expect a person with energy and importantly an ability to focus that energy. *Martin Allix - Head of Operations, Jersey Fire and Rescue service*

CHILDCARE

- A resilience trained school leaver would be more likely to have the skills necessary to deal with the more pressured situations that arise when working with children and families. They may also be able to share their resilience skills with parents and children through their actions, words and would likely have a better level of understanding and practice around communication, how to work well with others and how to respond appropriately to pressured situations. The skills contribute towards how someone can deal appropriately and well with any situation that arises. *Fiona Vacher - Executive Director JCCT*

What advantages

WOULD SCHOOL LEAVERS BRING AS A RESULT OF THE TRAINING?

UTILITY SERVICES

- With the changing world of work, individuals are encouraged to take ownership of their development and to recognise their leadership style, how to flex/adapt, collaborate and make decisions. The school leaver having already been on the resilience programme would be aware of their strengths, understanding of perspectives and what they could offer the company, making them more willing to take on challenges/change which is critical in the work environment. Cheryl Kaye - Human Resources Manager at Jersey Water & Chair CIPD Jersey

How might the skills

GIVE THEM A COMPETITIVE ADVANTAGE OVER OTHER CANDIDATES?

FINANCE

- It would give them a competitive advantage over other candidates in the application process compared to someone who had the same academic results, these are life skills that can bring a level of maturity and maintain a level of reflection on how they are progressing. They could also use different examples in their interview which others may not be able to demonstrate without the training. *Cara Dunford - HR Partner at RBC*
- Resilience training will give them a competitive advantage over other candidates depending on how successfully they can implement and use the skills. In a competency based interview being able to demonstrate a practical understanding of some of the skills would then be advantageous. The recruitment decision wouldn't be affected by whether they had or had not done the course; it'd be based on their response to competency based interview questions. For hires at this level, we often ask how they would handle a given situation if it arose in future rather than what they've done in the past (because they've limited experiences to draw on). A good understanding of the resilience skills and how / when they can be used may help them when responding to these type of questions. Often these will focus on problem solving, decision making, working to deadlines or under pressure, team working etc. This would give them the opportunity to show they not only know the skills, but they recognised some of the circumstances where they might be useful. *Emma Kirby - HR Director at UBS*

How might the skills

GIVE THEM A COMPETITIVE ADVANTAGE OVER OTHER CANDIDATES?

EMERGENCY SERVICES

- A candidate with 'self-awareness' and what strengths and/or skills they can bring to a role is at a real advantage. The temptation when approaching a role such as an emergency responder with the seemingly endless learning will be to panic and stress over the 'burden'. Resilience training will allow the individual to 'break down' progression and by using 'probortunity' turning challenges into opportunities rather than a struggle. It will provide structure of thought, an approach that will maintain energy and if/when things don't go to plan a methodology of analysis that will allow the individual to see the good rather than the negative. I have personally been involved in recruitment and selection for over 15 years and I instantly recognised the relevance of this training in this area. If the individual can 'work out' what the employer is after, the principles of the role and communicate effectively then they have already won over half the 'battle'. *Martin Allix - Head of Operations, Jersey Fire and Rescue service*

CHILDCARE

- It does depend on the individual but from my experience, the resilience training has only been positive for those that have undertaken it and they have applied their learning to their positions. For an employer with insight into the Resilience Training, this would be a good sign that the candidate may well have the resilience skills needed to progress well within the workplace. The interview process itself is designed to test some of these skills. Perhaps they may have to prepare a presentation with little or no notice, perhaps the questions or interviewers may be designed to press the interviewee in certain areas to see how they respond. *Fiona Vacher - Executive Director JCCT*

UTILITY SERVICES

- Gaining insight into who you are and having the practical tools to help you deal with change would provide anyone with a head start. Being able to recognise stress triggers and how to overcome them, especially in an interview situation, would be an advantage, especially with confidence in their communication and interest in the position they are applying for, *Cheryl Kaye - Human Resources Manager at Jersey Water & Chair CIPD Jersey Branch*

How might the skills

HELP SCHOOL LEAVERS CREATE THE RIGHT PLATFORM AND ATTITUDE TO SUCCEED?

FINANCE

- Within the first 12 months the school leaver would need to use the skills to adapt to the environment around them, using all the different facets of the programme to keep a healthy mind so as not to become overwhelmed with tight deadlines or work pressures. They would be a step ahead of the normal intake as they would be adaptable and have the right mindset to ensure they make the role successful. The course would give them a head start in their career and help them progress quicker providing a good grounding and building confidence from understanding their own strengths which stay with you in any situation and can be drawn upon in challenging times and conversations. The course can only be a good foundation for anyone who has the drive to keep learning within their career. *Cara Dunford - HR Partner at RBC*
- Their first 12 months are particularly challenging as there is so much to learn, not just technically but also around how things work in a corporate environment / managing expectations / establishing professional relationships etc. Their stability zones may change as close friends move away or off in different directions etc. They will be moving from having child – child (equal) or child-adult (with a teacher or parent) relationships to adult-adult (equal) relationships. How they use the skills will depend on the individual but I'm certain they will have more confidence and will transition easier by using the various resilience skills. *Emma Kirby - HR Director at UBS*

EMERGENCY SERVICES

- Understanding 'team' and your place within it, is essential in an Emergency Responder. Our organisation has a very structured development process where the individual progresses through set modules and elements of 'core' and 'technical' skill sets with set assessment 'landmarks'. The skills used would include understanding your strengths; how and when to use or minimise them. *Martin Allix - Head of Operations, Jersey Fire and Rescue service*

CHILDCARE

- The skills contribute towards how someone can deal appropriately and well with any situation that arises especially in the first 12 months. The programme makes a real and lasting difference. Those that have done it will have insight and skills that others may not necessarily have, this may make them far more attractive to employers. Starting a new position needs resilience, confidence and an openness to learn and progress. The resilience training helps candidates in these areas. *Fiona Vacher - Executive Director JCCT*



How might the skills

HELP SCHOOL LEAVERS CREATE THE RIGHT PLATFORM AND ATTITUDE TO SUCCEED?

UTILITY SERVICES

- The skills would help them with building relationships within the company and depending on their role with other stakeholders, it may be a competitive edge if they were applying for a Customer Service type role, for example, where they may be some autonomy with making decisions to provide customer service excellence. If the school leaver has no prior employment history, the resilience training would assist with building confidence with deeper understanding of how people see things differently. Cheryl Kaye - Human Resources Manager at Jersey Water & Chair CIPD Jersey Branch



value OF RESILIENCE

Parents

VALUING RESILIENCE

Resilience Matters is a small charity that creates a support network of empowered and resilient parents from all walks of life. All learning and using simple, actionable and transferable skills to help themselves and their families to reduce stress and anxiety, improve relationships and increase confidence and self-esteem.

The Resilience Development Company delivered a 4-week tailored programme over a 3-year period to 342 local parents.

“The quality of the inter-parental relationship, specifically how parents communicate and relate to each other, is increasingly recognised as a primary influence on effective parenting practices and children’s long-term mental health and future life chances. Supporting and enabling parents and children in their relationships; their ability to cope, adapt and achieve despite the challenges they may face is essential to our community’s health and sense of well-being. Programmes which strengthen families are an important tool to improve outcomes for children across our community.”

- Dr Helen Miles, Policy Director, States of Jersey.

Immediate impact

342 PARENTS REPORTING INCREASES IN:

90%

The ability to deal with the pressure & stress of life.

94%

The ability to improve my relationships & resolve conflict much easier.

95%

Feeling more confident & in control.

90%

The ability to manage my own & my family’s mental & emotional health.

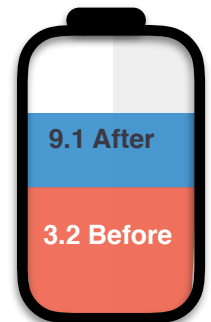
94%

The ability to more confidently manage my thinking in stressful & challenging times.

“Before the workshops I was always anxious and overwhelmed. It’s so unique because it gave me the skills to not only use for myself but pass on to my children too. Parent support can have a stigma attached to it and this just isn’t the case with this. I’ve met new friends, learnt some new skills and these guys have changed my world!” – parent

*More data shown overleaf

The average level of resilience across the parents improved by 5.9 basis points.



Parents were asked for their anonymous feedback after completion of 4 modular sessions. Questions used a 3 point Likert scale. Overall self-reported resilience increased from 3.2 to 9.1 on a 10 point scale.



REDUCING ANXIETY LEVELS

Self reported anxiety levels

BEFORE RESILIENCE TRAINING AFTER RESILIENCE TRAINING

58%

Reporting high levels of anxiety.

40%

Reporting that anxiety impacted ability to function.

15%

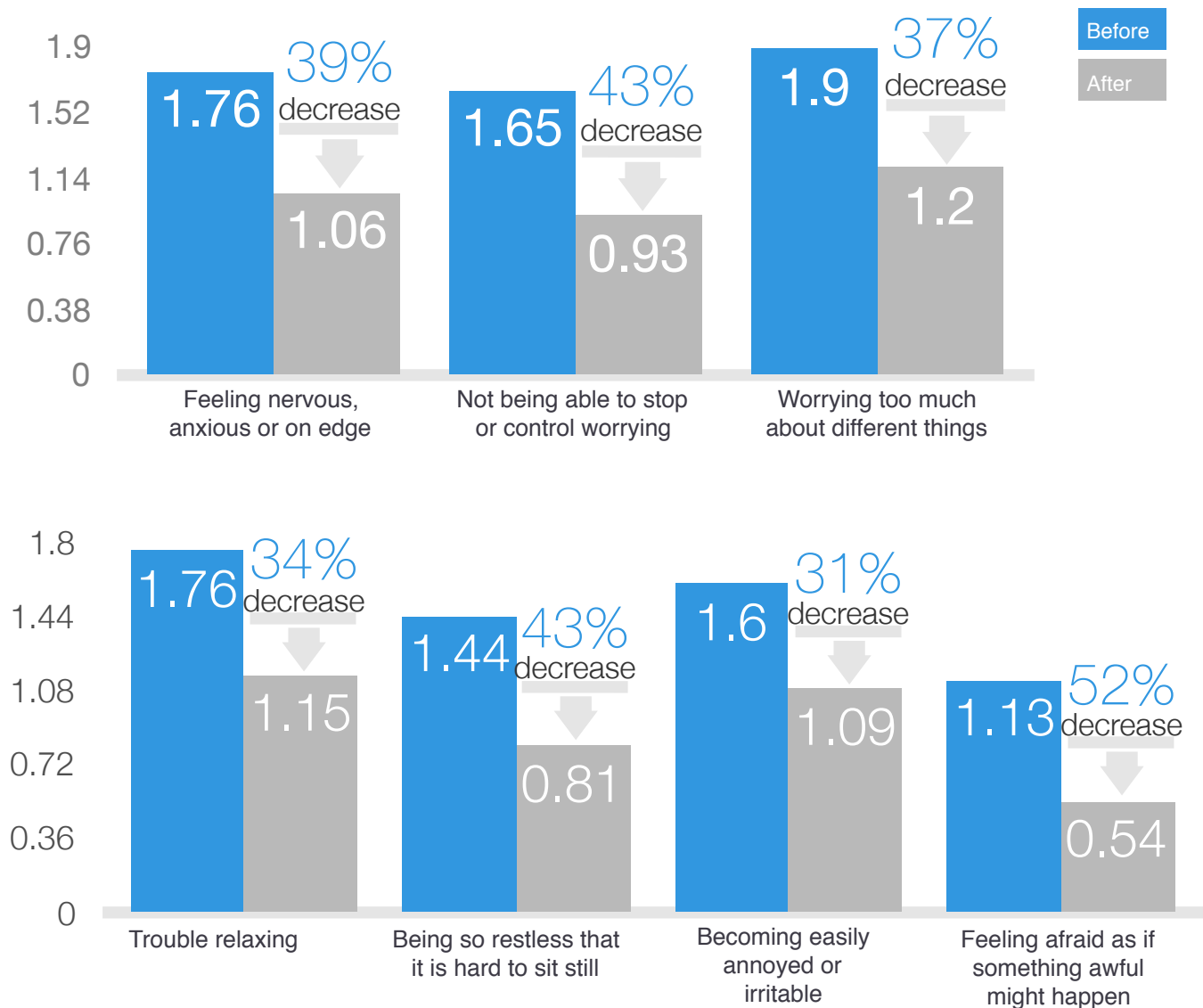
Reporting high levels of anxiety.

4%

Reporting that anxiety impacted ability to function.

% of parents reporting reduction

IN ANXIETY ACROSS 5 INDICATORS



RESULTS 36 MONTHS LATER

Impact up to 36 months on

HOW OFTEN DO YOU FIND YOURSELF USING THE SKILLS:

24%
Daily.

14%
Weekly.

50%
When a problem arises.

19%
When I remember.

Parents reporting

THE SKILLS ARE CONTINUING TO:

90%
Help me deal with the pressure & stress of life.

89%
Help me confidently manage my thinking in stressful & challenging times.

86%
Help me worry less & focus on the things I can control.

84%
Help me to improve my relationships & resolve conflict much easier.

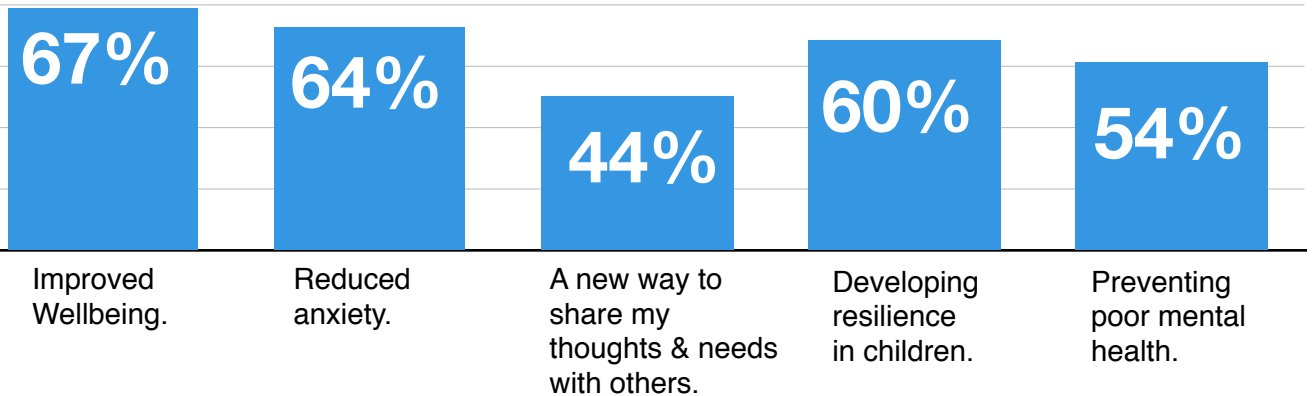
83%
Help me manage my emotional, physical & mental health.

81%
Enable me to feel more hopeful for the future.

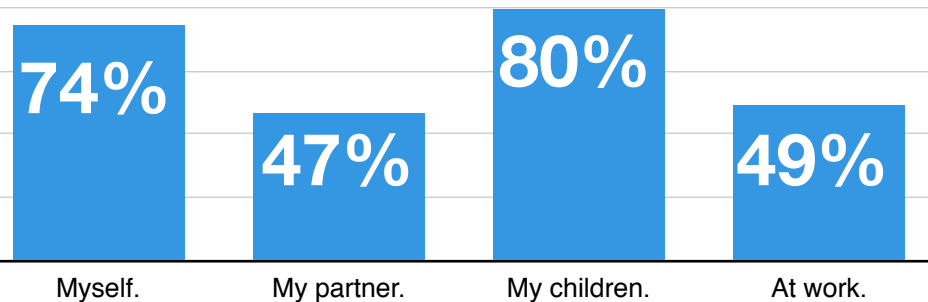
70%
Help me manage my family's mental & emotional health together.

97%
Continuing to use the skills.

I can see a direct link between these resilience skills and:



Who do you use these skills with?



What has been

THE BIGGEST CHANGE IN YOU SINCE STARTING THE PROGRAMME?

- “ Thinking before acting. More control and much calmer. Family are taking on skills - learning from me.”
- “ Thinking of ways through rather than brick walls.”
- “ Making changes to improve myself as well as my family.”
- “ I feel better equipped to cope with the issues.”
- “ Stress levels have gone down. Managing my work and family day better.”
- “ Better skills to be a better parent. The changes are just starting but I can feel them.”
- “ That I have tools to work with that will stay with me forever.”
- “ My relationships, especially with husband & daughter are becoming much stronger. I feel more connected.”
- “ If I practice all these skills it could be life changing.”
- “ Less stress and more able to manage difficult situations.”
- “ Calmer in my mind. Don't give myself such a hard time.”
- “ Having the ability to step back and look at problems / difficult situations before they escalate.”
- “ Relationships are changing. I have more time to be with and listen and cuddle my children more.”
- “ We talk more as a couple.”
- “ Thinking and reacting to situations, why I react and how it makes others feel, and how useless & harmful this reaction can be to others.”
- “ More belief in me. Learned to deal with situations better with adults and my kids.”
- “ How we deal with my son's anger has changed and we are getting less of it. Yeah!!! Woo Hoo!”
- “ More positive attitude, better self esteem. Enjoying putting new skills to good use.”

What would you say

TO ANOTHER PARENT THINKING OF COMING ON THIS PROGRAMME?

- “ I have NEVER attended such an engaging, stimulating, thought provoking course.”
- “ It will change the way you think and do things every single day.”
- “ Such a different approach to the parenting topic.”
- “ Absolutely vital to help support families when dealing with life.”
- “ Go on the course, you'll get lots of ideas of how to best manage your relationships.”
- “ Do it. Lots of excellent tips to help you and your relationships & how to reduce stress.”
- “ Not just for parenting. Applies to work, study , everyday life.”
- “ Very helpful for parents to discover what sets them off & how to deal with underlying behaviours & beliefs.”
- “ Just do it. Lot's of practical stuff and you won't look back.”
- “ Really helps you understand your emotions and your child's.”
- “ Definitely do it. The skills can be used in all sorts of situations.”
- “ That they would benefit as it makes you feel better and more confident parent.”

Anything else

YOU WOULD LIKE TO TELL US?

- “This is a course everyone should take.”
- “Building resilience is important and so valuable.”
- “Please get it into schools.”
- “I will miss the weekly meetings.”
- “I will use the skills at work & at home.”
- “I think the course was brilliant and would do it again!”

I just wanted to write to say thank you. Last October I went on a Resilience course. I have spent the last 3 1/2 years being a full time parent and the course had really helped through my day to day life like you wouldn't believe. I practise things every day. Well, at the beginning of the month I had my first job interview. (I'd only ever had one interview before, and that was 11years ago!) After using my skills, and even mentioning that I had attended your course and providing how I practise my skills I was invited back for a second interview. They were saying how important Resilience is, and seemed very impressed. I'm happy to say I got the job. And I 100% believe it's because of yourselves. I'd like to thank Louise. She's always in the back of my mind prodding my brain haha! So thank you Resilience team for the work you do! You have honestly changed my life, the way I think and deal with situations. And I am so glad you are making yourselves known to schools! The earlier people can learn the better, and I so hope my son will also learn from yourselves (although I try to spread the knowledge too!) - *A parent*