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IN SEARCH OF SKILLS TO OVERCOME LIFE'S OBSTACLES IN PEOPLE WHO PERFORM SUPRA-PERSONAL TASKS*

Introduction: In their lives, people have to cope with various limitations or obstacles. How they cope with such problems may determine their future and, thus, optimise or destroy their existence.

Research Aim: The purpose of the research presented in this article was to identify the types of skills necessary to overcome life's obstacles in the biographies of those individuals pursuing supra-personal tasks who were able to face life's problems.

Method: The qualitative paradigm approach was used. Data were extracted from an in-depth narrative interview, thus it was possible to understand the elements of the reality of the interviewed individuals related to their skills in overcoming life's obstacles.

Results: The conducted research shows that the skills of overcoming life's obstacles identified in the participants were related to the existence of such traits as resilience, optimism, self-reliance and entrepreneurship.

Conclusions: Possessing skills related to such qualities as resilience, optimism, self-reliance and entrepreneurship can make it easier for one to overcome obstacles and pursue one's goals, while strengthening one's self-esteem and self-confidence. It can cause the impossible to become possible.

Keywords: skill to overcome obstacles, resilience, optimism, self-reliance, entrepreneurship, supra-personal tasks

INTRODUCTION

In each person's life there may be various limitations and obstacles that may contribute to the destruction or improvement of their existence (Borowska, 2003). It

is puzzling why there is resilience to obstacles and adversity in some people, while others fail to cope with such problems.

In the social sciences, the skill to overcome life's obstacles is most often defined as a person's ability to develop positively and function well despite various obstacles and unfavourable living conditions (Opora, 2009; Borucka and Ostaszewski, 2012). This human ability to overcome obstacles is typical of, for example, *homo construens* (building man). Thanks to his moral, cognitive and emotional resources, *homo construens* is able to cope with the various limitations of human existence (Borowska, 2003).

This ability to overcome obstacles can also be found in transgression. It is an ability thanks to which one optimises one's existence, transforming the existing reality – which may be inadequate, fail to meet the conditions for the achievement of established objectives, block one's development – into a new one, uprooting already obsolete structures, going beyond the limits of the existing state, enriching oneself with one's own experiences. In this peculiar self-transgression, "transcending oneself", one shapes one's own personality or lifestyle, goes beyond one's cognitive and volitional limitations (Kozielecki, 2002).

In this paper, I present the results of research conducted with people who had been able to overcome various types of life's obstacles, had been able to activate their resilience against such obstacles, and had demonstrated "the power of life" (Frankl, 1984). To this end, I carried out a qualitative study (in-depth narrative interview) in which I analysed those parts of the participants' biographies that dealt with the difficult circumstances in their lives and the mechanisms of overcoming and recovering from them. I presented these experiences from their respective internal perspectives, making an attempt to identify the meanings associated with their experienced life events (Miles and Huberman, 2000). After conducting the narrative interviews, I noticed that the interviewees' skills to cope with life's obstacles were based on such personality traits as resilience, optimism, self-reliance and entrepreneurship.

RESEARCH AIM AND QUESTION

In view of the above considerations, I formulated the following research question: What skills of overcoming life's obstacles could be observed in the research participants performing supra-personal tasks?

I attempted to answer this question on the basis of research material collected within the framework of a broader research project whose aim was to identify the contribution of selected factors related to family and school life to the building of young people's readiness to undertake supra-personal tasks. I presented the results of this project in the book entitled *Gotowość młodzieży akademickiej do podejmo-*

wania zadań ponadosobistych (Remiszewska, 2022). In this article, I present only a narrow section of the analyses of the collected data whose subject matter, namely searching for skills necessary to overcome life's obstacles, was only partially addressed in the aforementioned publication.

The objective of the research presented herein was to search for the types of skills of overcoming life's obstacles in the biographies of people telling their life stories. My descriptions and interpretations of those stories constitute my understanding of the participants' reminiscences.

RESEARCH METHOD AND SAMPLE CHARACTERISTICS

The conducted research was based on a qualitative paradigm, using an in-depth narrative interview focused on the research problem and proposed questions, with an open-ended design (Kvale, 2012). Through the use of qualitative research, I was able to gain insights into the types of skills associated with resilience to obstacles and understand the relevant elements of the interviewees' reality.

The research participant were individuals engaged in the performance of supra-personal tasks, that is tasks that reconcile two differently polarised human needs: those more personal and directed at one's self with those oriented towards other people (Remiszewska, 2022). Various supra-personal tasks undertaken by young people can become a source of giving meaning and value to their lives. They influence the development of their personalities, can optimise their relationship with the world and become a means of maximising opportunities for further personal growth (Łukaszewski, 1984). The sources of pro-social behaviour can be found in various spheres of personality, while actions for the benefit of other people can be controlled with the predominance of various regulatory instances (Reykowski, 1979; Reykowski and Kochańska, 1980).

My selection of the research group was purposeful and the main criterion for selection was a student's involvement and leadership in a project related to supra-personal tasks. Such projects were carried out within the framework of foundations or associations and concerned, for example, the city's cycling issues (expanding the infrastructure of the city's bicycle paths, organising a "bicycle for everyone" campaign); the organisation of tree planting events; the establishment of community gardens; the involvement of parishioners in various aid and charity events; the organisation of a music festival for niche songwriters and composers, as well as various theatre events.

I conducted the research with the participation of young students involved in supra-personal tasks, because I had previously observed that people involved in such particularly difficult tasks were subsequently able to develop skills necessary to overcome various types of obstacles encountered in everyday life.

From the initial group of fifteen candidates, I eventually selected ten persons who were to undergo a qualitative analysis. I only included ten out of the fifteen shortlisted candidates in the final group because some people had declined to be interviewed. I conducted the interviews between 2015 and 2017 with students from a few universities, employed by various foundations and associations. The names used in this article are not the real names of the research participants.

STATISTICAL DATA ANALYSIS PROCEDURE

The interviews with the research participants were electronically recorded and subsequently transcribed. I reviewed the transcribed content of the interviews to determine the meanings of individual statements in order to be able to proceed to their coding, condensation and interpretation. In this way, I extracted content consistent with the formulated research problem and divided it into particular themes (Kvale, 2012; Creswell, 2013; Gibbs, 2022).

RESULTS

Skills of overcoming obstacles – resilience, optimism
Below, I cite excerpts from the narrative interviews of the selected persons performing supra-personal tasks whose content relates to the context of the skills necessary to overcome obstacles and related to resilience and optimism.

Jan: I've just wondered myself where to put my car accident here, when I was close to death. Because that may also have influenced me to take those first actions. Life can end at any moment; well, is it better to live as it is or to do something else? […] I was in a car accident in 2014. Just as I was recovering from it, "The Cycling City" appeared a moment later. [...] I usually don't like to reminisce, I have it in front of my eyes all the time. At the same time, I am at peace with it and have forgiven the perpetrator. [...] The best of feelings was just forgiveness.

Ewelina: It wasn't until I slowed down a bit and had that accident that stopped me in my life at all, that I just found that I had those friends, who came to me once and again. They would visit me. I had a great deal of selfless support and warmth, and writing to me. It was amazing. […] It was so paradoxical in general, because I imagined that I could do something disinterestedly or socially, because often being in such theatre or music projects, I would run some workshops or go to do research and record something there. And it was often as part of some project or just my passion that I wanted to do that, to do something for a cause, for a project and for people. But I've never given myself that kind of time [...]; in that sphere, not professionally, but simply in this sphere of life. And it's only been a few years that I've realised that I'm trying to make

space for myself, that it's important and that it's worth making time for. That no one is chasing me when I'm sitting with friends and it's nice and cool [laughs].

In primary school, I had another Polish teacher. She was also very good at running drama classes with us, she also brought us very interesting literature for those various competitions, clubs and so on. It wasn't just some trivialities, stage adaptations of something that's in the curriculum, but, for example, Danilo Charms, those surrealists [laughs]. Well, and that's what we did at the theatre club. So there were always those cool things from literature and from theatre. The theatre was thriving in my town, I was involved in recitation and monodrama classes there [...]. I had a very long education. […] I defended my doctorate. Until then I'd been constantly under the umbrella and protection of some school. And that means that it's much safer, it's very comfortable in terms of this kind of minimum stability, because a school is always an institution that you represent – more or less, well, because you also act there individually, but there are very many different research internship programmes, trips that the school finances in part or in whole. [...] I was opened up by education and education abroad also helped me . [...] I think there tends to be a lot of freedom at art colleges and they're not schools that would somehow close you off. They rather open you up and I think they give you a lot.

Aldona: I surround myself with people who have a positive outlook on the world, who don't let me give up – that's how I'd put it. While my parents can't really bring out the fight in me, because it's not in their nature, I've simply chosen friends in such a way that they don't let me give up. It also keeps me going, keeps me fighting.

From the stories of the interviewees, it can be inferred that their ability to find their way through various difficult life situations was due to the activation of their mechanisms for overcoming obstacles at the right moment. It can be assumed that since they managed to recover from a traumatic event, they would also cope with various problems occurring in the performance of supra-personal tasks.

For example, after Jan and Ewelina experienced a traumatic event, the mechanism of resilience was activated. In view of the fact that they encountered similar traumatic events (road accidents) during which a turning point in their lives (reflection on life) occurred, it is reasonable to conclude that similar protective factors, rooted in their internal and external resources, were probably triggered in them.

In Jan's case, the risk factor consolidating his resilience resources was the adverse situations related to the fact that he had been raised only by his mother since early adolescence (his father died when Jan was 11 years old). He was criticised by her and had – in his own words – endless verbal "mini-battles" with her.

Jan: [...] there were those mini-battles with my mother. When she told me that I wouldn't do something, I did try to spite her and show her that it was possible.

Defending himself against his mother, who negated his decisions and actions, he teasingly tried to prove to her that they were right and consistently brought

them to a conclusion. His mother's lack of support and her constant criticism of him, on the one hand, took away his self-confidence and, on the other hand, gave him strength (perhaps as an outlet for his accumulated rebellion against his mother). For Jan, this combination of unfavourable events and home situations caused him to seek support outside the home. He found support among his teachers, with whom he could discuss various topics.

> **Jan:** [...] most of these teachers simply liked to discuss, they did not impose a particular view.

As he himself emphasises, such discussions – as a protective factor neutralising the impact of the risk factor of unfavourable home situations – were very important to him. They made him feel valued, and he overcame the negative situations experienced at home by means of positive emotions triggered by his interpersonal contacts with teachers. The opposing risk factors and protective factors activated John's positive adaptation mechanism, which he used in traumatic events. By being able to orient himself towards pro-social activities, horizons opened up for him on a new path of self-definition. The desire to help others triggered in him a sense of empowerment. Realistic plans for major pro-social projects then emerged, which gave a new meaning to his life. These included "The Cycling City", "A Tree for the City " and "The Community Gardens" projects.

Meanwhile, in Ewelina's resilience phenomenon, the risk factor that consolidated her resilience resources was the separation of her parents.

> **Ewelina:** I know most of my life story from my mother's side, because my parents don't live together and I just don't know my dad's family history that well.

Ewelina's mother and maternal grandmother were involved in her upbringing, and her strong emotional bonds with them gave her a sense of security and stability. The parenting style applied to Ewelina, which can be described as overprotective with authoritarian elements, as well as the absence of her father, constituted risk factors. This adverse home situation caused Ewelina to subconsciously seek support on the outside. She sought support from those involved in the arts (theatre and music) and school education. She attended various leisure activities such as music and theatre groups, which gave her a basic sense of stability and security and constituted an external protective factor, a break from the negative situations she had to deal with at home. School education provided her with a range of experiences beneficial for not only the cognitive sphere, but also the emotional and social spheres. Experiencing educational success during school and extracurricular activities provided opportunities for bolstering her self-esteem. In turn, developing her interests and social competences constituted intrinsic protective factors.

It can be assumed that Ewelina's abilities and interests related to the artistic world were an important area in the shaping of her mental resilience. They contributed to the development of a sense of empowerment and the strengthening of her self-esteem. She was able to affirm her self-worth and her potential, she was able to define her goals, to link them to her future life path. Her world turned around values such as beauty, friendship, goodness, nobility, perseverance, dutifulness, diligence, social commitment, empathy and altruism. Such a world of values reinforces the conviction that her way of thinking, her behaviour was oriented towards pro-social tasks, she was able to fulfil herself by performing supra-personal tasks. As she described herself, pro-social orientation became an important challenge for her. When she had an accident and the world seemed to stop for her, external protective factors came into play, triggering the phenomenon of resilience in her. These factors included, for example, visits from friends and their selfless support. It was then that she realised what she had not noticed before, being emotionally involved in her own projects, that it was worthwhile to make time for others, to open up to others.

In Aldona's case, on the other hand, the ability to overcome obstacles stems from her positive attitude to life and surrounding herself with people who also have a positive outlook on the world. She seeks this optimism among acquaintances and friends, because her parents were "withdrawn" people, with little self-confidence, pessimistic about any challenge, characterised by low resistance to failure. Aldona did not want to be like her parents: she had a need for action and entrepreneurship. She traced the source of her resilience to any potential obstacles to a positive attitude to life.

The skills of overcoming obstacles – self-reliance, entrepreneurship

Below, I cite excerpts from narrative interviews of the people who carry out supra-personal tasks whose content relates to the context of the skills necessary to overcome obstacles and related to self-reliance and entrepreneurship.

Krzysztof: I get shut down by criticism and also lose enthusiasm, of course, and it doesn't have a mobilising effect on me. And I consider it a fatal character trait, I would like to change it, for sure. […]
I organise a small festival in the city to disenchant the city in a way and to show that Polish song is not necessarily only what it is at that big festival, which is that there are artists who also represent some niches, who are real authors and write personal lyrics, personal music. I think it came from the fact that I also decided to help others based on my own experience, because I went through it myself and I know how hard it was to make a debut, I know how hard it was to break through.

Ala: I see my parents as different personalities: mother – reticent, sensitive, often nervous, a homebody; father – extrovert, talkative, the soul of the party, often away from

home. [...] I have the feeling that, actually, my family has always been kind of determined by – let's say – my father's alcohol addiction. […]

That was the aim, in fact one of the aims, to make homeless people feel valued, to get them interested and to make them see that someone is interested in them. But at the same time, I also wanted to sort of show the homeless to normal people, to those who have a roof over their heads and perceive the homeless differently. Because, probably, most of the time we get locked into stereotypes, I think so. And we know that every homeless person is different, we know that there are homeless alcoholics, but there are also people who do not have a problem with alcohol, but became homeless for a completely different reason. And it is through this project that we would like to strengthen the homeless on the one hand, because we have some ideas and we don't know yet which ones we will implement exactly. [...] I also have this reflection that the homeless people who live in night shelters are often surprised why I come. It seems to me that this is such a positive surprise. And I don't know... that it's such a bit of an attraction – let's put it in inverted commas – that a student who has a home and is different from us – I don't know, that's how I perceive it – comes of her own free will and smiles and jokes with us and talks to us normally, that means that we are probably normal too.

Jadwiga: I was rather such a withdrawn child, I remember that, yes, such a rather shy child, somewhere in the beginning. Well, I was rather a shy person, somewhere, in my childhood, like primary school or the beginning of high school, I was rather a secretive, non-exposing person, I mean, rather introverted, yes, rather quiet, calm, modest. Maybe it changed a bit later on, but yes, I remember I was rather secretive. [...] The emptiness, yes, then you have to think of something and do something and so you don't necessarily, I don't necessarily know [...] Some sort of burnout, yes, yes. […] You are in a different environment, you change those people, there are friends, there is a circle of people you are with. I think this happens spontaneously, and working for an NGO is not strictly office work. You always deal with other people, so I think the fact that I've become more open is due to the fact that I've met different people, friends, acquaintances, later on in my professional life. Working in such a project or in an NGO in general requires constant contact with other people. [...] I think it's more a matter of – I don't know – this kind of motivation, that I have to take care of my work myself, to have it. Because if I didn't have a project, I wouldn't have a job. When you write a project in a team at the beginning, when you brainstorm in a team, when you work on something together, some interests are also shaped. I know I'm interested in work. [...] I had such a project with Monar, for example, and, somewhere along the way, helping such people who were a bit more addicted...

The above statements make us realise that the changes that occurred in the interviewees in the structure of interpreting oneself when confronted with obstacles concerned internal transformations.

In Krzysztof's case, his lack of resistance to criticism led him to pursue his own ventures, expecting in return to have his concern for others noticed.

In Ala's case, the ability to overcome obstacles, which included insecurity in her family, which could demotivate her to do anything, manifested itself in actions

oriented towards specific and planned goals. This involved her entrepreneurial spirit and a high degree of self-reliance in carrying out the project. The desire to help others, to be for others caused her to feel great satisfaction. Activities for the benefit of the homeless, creating for them at least a substitute for home life, caring for their needs evoked many positive emotions in her, gave her a sense of purpose to these activities and a belief in her own effectiveness.

Jadwiga's shyness and lack of self-confidence were the main obstacles she had to overcome. It was work that was an important element in overcoming withdrawal in interpersonal contacts, sustaining social relationships, while giving her satisfaction and joy in the performance of undertakings.

DISCUSSION

An analysis of the interviewees' statements allowed me to identify their skills of overcoming obstacles. The research showed that, despite being entangled in various difficult life situations, my respondents were able to resolve such situations in a constructive manner. Their subjective interpretations of their own behaviour and experiences regarding their skills of coping with obstacles allowed a clear picture of these skills to emerge. On the basis of the conducted research, I can conclude that resilience was an important skill that allowed the interviewees to overcome life's obstacles, as well as played a key role in improving their well-being and recovery from difficult events. Resilience influences satisfaction with life and minimises the risk of depression and excessive stress. It plays an important role in life, especially when negative factors start to accumulate (Konaszewski, 2020; Boczkowska, 2022).

The concept of resilience (Urban, 2015) explains the phenomenon of positive adaptation for those individuals who are in the process of overcoming adversity. This concept broadly refers to the adaptive capacity of individuals and their families who function positively despite exposure to difficult or even traumatic experiences in the past or present. It is characteristic of this process that, despite continually experiencing negative events and adversity, a person adapts positively to reality, assimilating further age-appropriate developmental standards, as well as using internal (personal) and external (environmental) resources to do so (Rutter, 1987). To say that the phenomenon of resilience has occurred, three conditions must be met. Firstly, risk processes and mechanisms must be present; secondly, subsequent protective processes and mechanisms must be triggered; and thirdly, the previously mentioned opposing factors should activate positive adaptation (Ostaszewski, 2014). Thus, resilience is positive adaptation that occurs when one faces difficulties or adversity, when a protective factor is present alongside a risk factor.

The phenomenon of resilience is characteristic of an individual who is able to define objectives in an unambiguous, clear and realistic manner, is able to solve

problems, maintains proper relationships with others, as well as treats themselves and others with respect. These capacities are revealed in them as an attribute in dealing with everyday adversity, in overcoming discomfort, difficulties and trauma (Urban, 2015). The definition of the phenomenon of resilience was influenced by research conducted back in the 1950s (Garmezy, 1985; Rutter, 1987; Werner, 1994).

Resilience is the ability to adapt to adverse conditions in which flexibility is emphasised and understood as "mental resilience", "resistance to injury", "mental springiness", "elasticity" (Junik, 2011). This phenomenon, likened to springiness, can be metaphorically explained by the action of the well-known "roly-poly toy", constructed in such a way that it always rises to an upright position after being knocked over (Mudrecka, 2013). It can also be explained by the effect of an "unsinkable buoy" which – despite being tossed about by storms – will always float to the surface. With resilience, one can face adversity without compromising one's mental wellbeing, because the task of the protective mechanisms of the resilience phenomenon is to keep it at a constant level. In positive psychology, mental wellbeing is associated with happiness, optimism and hope.

Optimism is another important factor for overcoming life's obstacles that I identified during the analysis of the research results. It is primarily associated with confidence in the possibility of obtaining the desired result of action (Łaguna et al., 2005). In overcoming life's obstacles, two basic adaptive functions are activated in the case of an optimistic attitude. The first function is to motivate oneself to take a variety of actions in situations in which one is unable to achieve certainty about the positive outcome of an action. The second function contributes to feelings of good mood and satisfaction with life (Stach, 2006). Optimism has an anti-stress effect. It is specific protection against excessive stress and a natural antagonist of stress. In crisis situations, optimism makes it easier to get out of these unfavourable situations (Stach, 2006).

People who are not optimistic about life, are deprived of hope and having experienced harm or setbacks, may doubt their own worth and their own abilities, whereas optimists who hope for better solutions to their problems are more likely to activate a mechanism of resistance to obstacles within themselves. Optimism is associated with better achievements that relate to different facets of life. Optimists anticipate certain events in a more favourable way for themselves. Even if certain events or experiences do not coincide with their expectations, optimists explain such failures by attributing them to external unstable factors, such as unfavourable circumstances. They do not blame their helplessness as pessimists do (Carr, 2009). Pessimists attribute their failures to their own characteristics, whereas optimists, according to Seligman, believe they can overcome any obstacles that appear on their life's path. He argues that optimism can be learned and thus wellbeing can be achieved (Seligman, 2011). Optimists find it easier to be happy. Czapiński's

optimistic vision of happiness was presented in his onion theory of happiness as a relationship between three layers of mental wellbeing, i.e. a subjective sense of happiness, external circumstances and personality traits. He believes that a person striving for a state of equilibrium (homeostasis) of happiness, even after the most difficult of experiences, can recover from a crisis because the will to live (the onion's innermost layer) will try to reach the normally perceived level of happiness, hence it will do anything to compensate for the deficits created by a crisis (Czapiński, 2017).

Self-reliance is another important factor that allowed the interviewees to overcome life's obstacles, which I identified during my analysis of the research results. An independent person is "their own author" developing their personality. The more independent a person is, the greater their ability to overcome obstacles thanks to such personality traits as courage, power, bravery and resistance to obstacles (Świrko-Pilipczuk, 2011, 2016).

Identified within the course of the research, entrepreneurship is another important factor allowing the research participants to overcome life's obstacles. It involves pursuing future goals by focusing on current actions (Bańka, 2007). Being entrepreneurial is a tendency to take innovative, proactive and risky actions in pursuit of set objectives (Miller, 1983).

Self-reliance and entrepreneurship allow one to be in control of one's own life. Self-reliance is related to the belief in one's own effectiveness, while entrepreneurship enables one to achieve ambitious goals. Entrepreneurship requires not only self-control, but also motivation to achieve one's goals. A particularly motivated person should make their objectives as much specific as possible so that they are not fantasies or dreams but achievable targets. A correlation is noted here between entrepreneurship and motivation to achieve established goals (Domurat, 2006).

When considering the issue of young people's self-reliance and entrepreneurship in confronting various challenges and making choices or decisions, it may be important to know the possibilities that lie within the person themselves. Entrepreneurship manifests itself in action and a vision of success directs one towards a goal. According to Tracy, the key skill associated with achieving success is the ability to set goals and create a vision of pursuing them. When such skills are developed, the probability of success increases. The ability to make independent decisions and the willingness to implement them are linked to resilience in the face of adversity. Given that human beings deal with the two mechanisms of success and failure, it is important for them to focus their thinking on the success mechanism, which is triggered by the setting of a goal. The bigger the goal and the more intensely one desires it, the more likely one is to activate one's strengths, self-discipline and entrepreneurship. Tracy also indicates two essential success factors. The first relates to the precise specification of what one wants to achieve in life, and the second is oriented towards the risk of incurring costs necessary to achieve

the established goal (Tracy, 2012). Kozielecki (1975) notes that what may be useful in dealing with risky tasks is creating a subjective representation of a task, assessing the value outcomes, predicting the conditions that determine outcomes and choosing alternatives.

CONCLUSIONS

Individuals involved in the performance of supra-personal tasks are often required to be resilient to obstacles in order to carry out unusual ventures, often associated with solving difficult problems. The ability to deal with obstacles makes it easier to deal with the challenges of life, causing one's actions to be more effective, even in pursuing ambitious goals. The awareness of possessing such a skill to cope with a variety of difficult situations boosts self-esteem and self-worth. Consequently, the challenges of everyday life seem manageable.

STUDY LIMITATIONS

The conducted research was based on a qualitative paradigm, so it cannot be representative and its results cannot be generalised. It illustrates the specific experiences of the interviewees, which does not allow for the formulation of generalised conclusions. I was only able to look from their perspective at situations in which they had overcome various life's obstacles. The limitations related to the format of the article allowed me to present only fragments of the analysis of the statements of the six interviewees.

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W POSZUKIWANIU UMIEJĘTNOŚCI POKONYWANIA PRZESZKÓD ŻYCIOWYCH U OSÓB REALIZUJĄCYCH ZADANIA PONADOSOBISTE

Wprowadzenie: Człowiek w swoim życiu jest skazany na różne ograniczenia czy też przeszkody. Od tego, jak poradzi on sobie z tymi problemami, może zależeć jego dalsze życie – może zniszczyć lub też optymalizować swoją egzystencję.

Cel badań: Celem badań było poznanie rodzajów umiejętności pokonywania przeszkód życiowych w biografiach tych osób realizujących zadania ponadosobiste, które potrafiły zmierzyć się z problemami życiowymi.

Metoda badań: Zastosowano podejście paradygmatu jakościowego. Dane zostały pozyskane z pogłębionego wywiadu narracyjnego, dzięki temu można było zrozumieć elementy rzeczywistości badanych osób związane z ich umiejętnościami pokonywania przeszkód życiowych.

Wyniki: Przeprowadzone badania pokazują, że umiejętnościami pokonywania przeszkód życiowych u badanych osób okazały się takie czynniki, jak m.in. *resilience*, optymizm, samodzielność i przedsiębiorczość.

Wnioski: Posiadanie umiejętności związanych z takimi czynnikami, jak *resilience*, optymizm, samodzielność czy przedsiębiorczość, może ułatwić pokonywanie przeszkód, umożliwić realizację celów, wzmacniając przy tym samoocenę i poczucie własnej wartości. Może powodować, że niemożliwe staje się możliwe.

Słowa kluczowe: umiejętność pokonywania przeszkód, *resilience*, optymizm, samodzielność, przedsiębiorczość, zadania ponadosobiste