

PERSONAL & PROFESSIONAL DEVELOPMENT BROCHURE

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INTRODUCTION

Welcome to our e-brochure in personal development. This document explores the importance of knowing ourselves in order to be able to face the different situations that life throws at us from the "I". Learning to respect and value ourselves, learning to grow, learning to control our emotions and knowing why they arise. All this knowledge will help us to adopt new behaviours or correct the ones we already have in order to advance correctly along the path we have chosen.

Sometimes we get carried away by the different moments that life brings us and we forget one very important thing: "us". We are young and our personal development is not a priority, we have more than enough time, we think. However, as time goes on we start to face bigger and bigger problems.

New challenges demand greater personal maturity, and questions start to arise such as: What do I want to work on? How or when am I going to become independent? Do I have to study abroad? And a long etc. typical of the age you are at. All these questions require well-considered answers.



GOALS OF THE ACTIVITY

1. IMPROVING THE COOPERATION AMONG THE PARTNER ORGANISATIONS.
2. EXCHANGING GOOD PRACTICES, STRATEGIES, IMPROVEMENT, DEVELOPMENT AMONG THE PARTNERS IN THE CONSORTIUM.
3. INCREASING THE VISIBILITY OF THE NEWCOMERS TO THE PROGRAM.
4. DIVERSIFYING AND IMPROVING THE QUALITY OF ACTIVITIES THAT ARE IMPLEMENTED BY THE YOUTH WORKERS/ FACILITATORS IN THE ORGANISATIONS

CHECK-IN



Let's play with this tool for introducing the participants, which at the same time works as an ice-breaker and as an introduction to the training by means of three questions.

1. What is your emotion at the moment? With this question we will introduce the importance of the emotions we experience and their relation to the results we obtain at any given moment.

2. What is your level of presence? We will ask you to indicate, as an approximate percentage, to what extent you are present in the room, not only physically, but above all mentally. This is how we will define the relationship between presence and results.

3. What are you looking for in this training? Basically, what do you want to happen? This will help us define the focus, the final objective and the intention of each of the participants, which will help us to give the answers they are looking for.

TIPS FOR SUPERLEARNING

1. KEEP THE TEMPERATURE OF THE ROOM AROUND 21°. NOT TOO COLD, BUT NOT TOO WARM. KEEP YOUR STUDENTS AWAKE!

2. TAKE SHORT BREAKS EVERY 45 MINUTES TO KEEP PARTICIPANTS' ATTENTION AND CONCENTRATION.

3. USE A VARIETY OF COLOURS FOR EXPLANATIONS ON THE BOARD. AVOID ALWAYS THE BLACK PEN. PRIMARY COLOURS WORK BETTER (YELLOW, RED AND BLUE).

4. PLAY SOFT MUSIC, EVEN IF JUST TO PLAY IN THE BACKGROUND. IT WILL STIMULATE THE SENSES AND THE ATTENTION OF THE PARTICIPANTS.

5. ENCOURAGE PARTICIPANTS TO MOVE AROUND, SO THAT THEY DO NOT STAY STATIC IN THE SAME PLACE FOR THE WHOLE SESSION.

6. TAKE CARE OF THE SMELL AND SCENT OF THE ROOM. CREATE A MULTI-SENSORY SENSATION THAT IS PLEASANT AND STIMULATING.

THE EMOTIONAL MAP

Carl Gustav Jung was a Swiss psychiatrist and essayist who lived in the 19th and 20th centuries and founded the school of analytical psychology. A pioneer of depth psychology, he collaborated with Freud in his early days. Jung flatly rejected the idea that man's mind at birth is a blank sheet of paper, a theory developed by David Hume. For him, the human mind retains fundamental, unconscious psychological aspects from our ancestors.

In his work methodology, he incorporates notions from areas as diverse as anthropology, mythology, dream interpretation, philosophy and religion. He introduced the concept of archetypes, which are nothing more than universal and innate models, personalities or behaviours, forms of human knowledge bequeathed by our ancestors.



Archetypes that define the good and the bad of each emotion.

The archetypes described by Jung represent patterns of behaviour, a kind of universal images that form part of what he called the collective unconscious. For this scholar of the human mind, the psyche was composed of: the ego, which represents the conscious mind; the personal unconscious, which contains memories; and the collective unconscious, a part of the mind that contains the experiences and knowledge shared by the human species.



THE EMOTIONAL CYCLE

The cycle of emotions explains the process why we experience emotions as reaction to certain stimuli, and how those emotions affect to our actions and, finally, to our results. Emotional Intelligence has to do with learning the management of the emotions, not avoiding or denying them, and always looking for the most operative result. So, EI happens in this cycle.

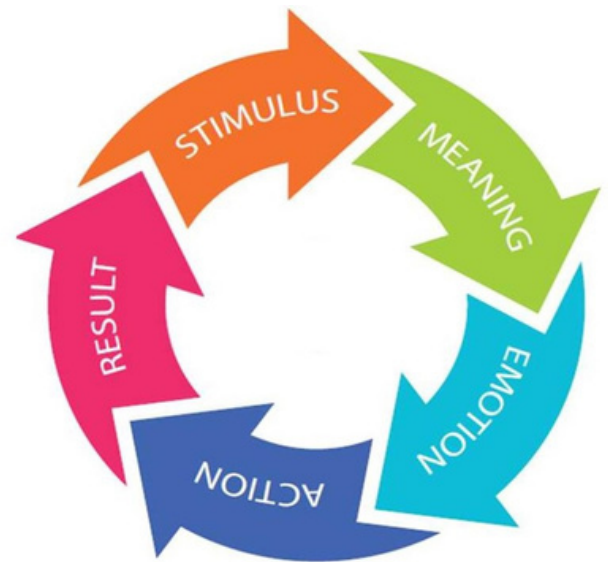
1. Stimulus. Every day we are exposed to hundreds of circumstances or events which affect us, facts that most times are out of our influence but are important for our daily performance. We can say some of them are “positive” (a new job, a prize...) and some are “negative” (a disease, a dismissal...).

2. Meaning. The stimulus, “the thing that happens”, is important, but the real decisive factor is the meaning we give to it, that is, what story I tell myself about what is happening. Between the fact and the emotion is what Victor Frankl called “the freedom to choose”, because here lies our responsibility.

3. Emotion. It is the specific reaction generated as an answer to a particular event, based on biochemical and physiological alterations in our body and nervous system. They happen as an internal answer, but with external connotations and reflects.

4. Action / decision. The sum of all those external reflections are our actions, that is, all what we do and also what we do not do. Action comes from ‘act’ and, the way we act defines our attitude towards life. Action is what people can see about us, but the real interesting fact is that our attitude comes from a certain emotion.

5. Result. The consequence of our actions are our results, in any way and in any aspect. We use to explain our life in terms of our results, but we do not use to think about their origin and motivation. Even, in this cycle, they use to reinforce the stimulus, becoming themselves in new stimuli which start again the wheel.



ABOUT EMOTIONS

- It is a psychosomatic response to an external stimulus.
- It is produced by a biochemical alteration in our body.
- They are necessary to respond to certain situations.
- They are not good or bad.
- They can be pleasant or unpleasant.
- They are either operative or non-operative.
- They are never a problem. They are a signal.

HOW TO REGULATE THEM

- Don't fight with emotion
- Know what it is telling us, what the message is.
- Give ourselves permission to experience it.
- Understand if it is being operative or not. PROFITABILITY!
- In case it is not operative, learn to manage it.

THE TRIUNE BRAIN

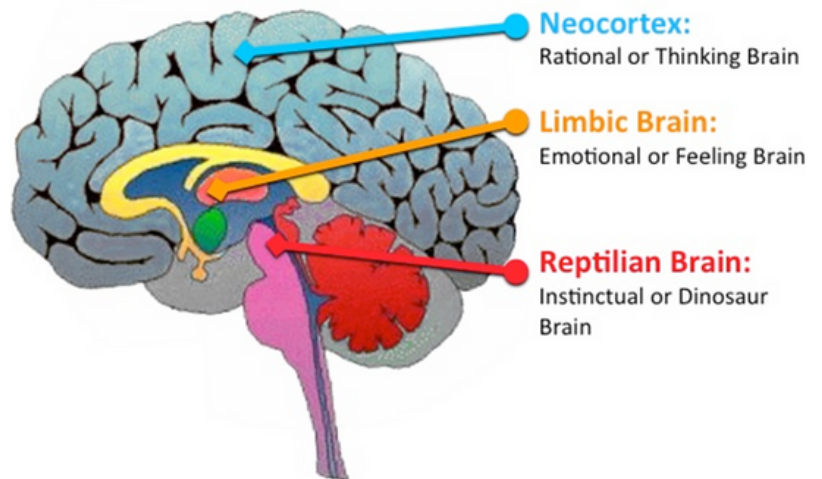
In the 1950s, Dr Paul McLean developed the triune brain theory, in which he proposed the evolution of the brain from dinosaurs to homo sapiens, separating three stages in the formation of the (supposedly) thinking organ.

1. It all starts with the most primitive and impulsive part, the so-called **reptilian brain**, a mere and archaic extension of the spinal cord that is in charge of managing the most basic and primal instincts: survival and perpetuation of the species.

2. The appearance of mammals led to evolution and the emergence of the so-called **limbic brain**, responsible for emotional management.

3. Only after millennia of evolution did the **rational brain** emerge, the one in charge of logical decisions, and which, thanks to its larger size, was the great differential leap between homo sapiens and the rest of the species.

We humans tend to think that this last, evolved part is what makes us different, superior and unique, but we forget that the others are common to all other animals and, above all, that they were already there many millions of years before we boasted of our beloved rational brain. In fact, this division into three parts is not such, since they are linked and interrelated by millions of neuronal connections that, for the most part, have their origin... in the primitive brain. Yes, in the reptilian.



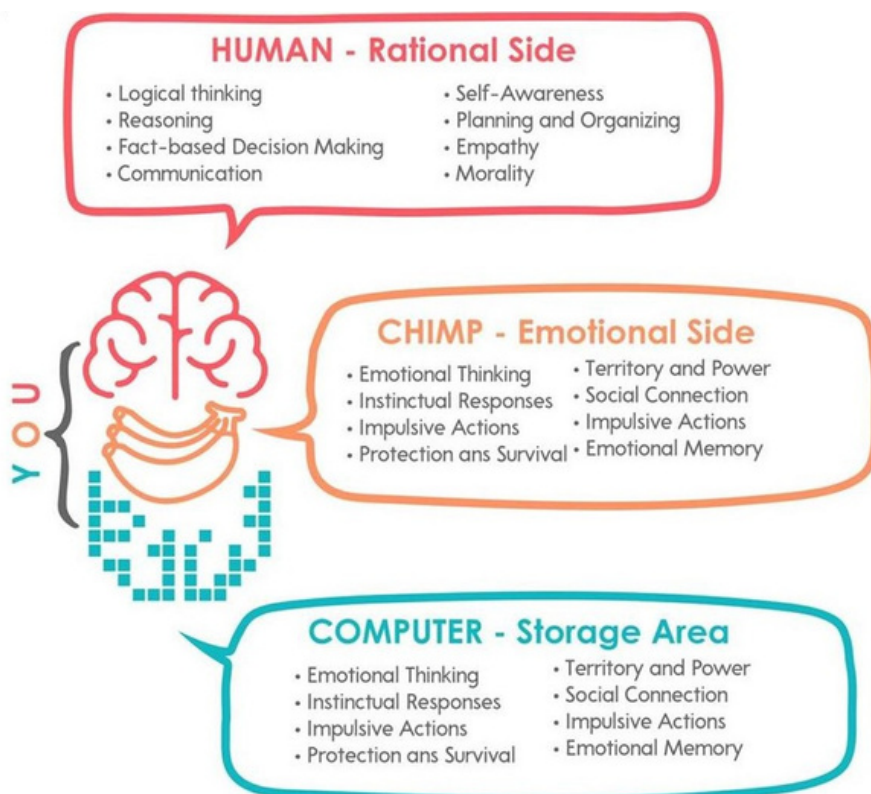
Brain stem & cerebellum	Limbic System	Neocortex
Fight or flight	Emotions, memories, habits	Language, abstract thought, imagination, consciousness
Autopilot	Decisions	Reasons, rationalizes



THE AMYGDALA HIJACK

Under normal circumstances, information is processed through the neocortex or "thinking brain", where logic takes place. Occasionally, a short-circuit occurs whereby the "thinking brain" is bypassed and signals are sent directly to the "emotional brain". When this happens, you have an immediate and disproportionate response to the event

THE CHIMP PARADOX



The chimpanzee paradox is a theory developed by Dr. Steve Peters that expands McLean's triune brain theory. It is a model of brain management, differentiating between the different responses and pathways that stimuli take before eliciting the most operational reaction possible.

The model focuses on the management of the mind in people's daily lives. It is based on scientific evidence, but is itself a metaphor for how the mind works, given the impossibility of modelling the full complexity of the brain.

The model is structured around three axes of the mind: **the Human, the Chimpanzee and the Computer**. Each represents a part of the personality: the rational, the emotional and the automatic. If these three work in harmony, there is no problem. But if one of them takes control of decision-making, there will be a dominant personality, and frictions are likely to arise. The correct management of these frictions completes the model proposed by Peters.

The human can take different actions to better respond to emotional situations. Her purpose is to follow the why, the need in any situation in order to get the best results. Some of them may go from write a different code in the computer before any trigger to exercise the chimp (calming him down) to give him a banana, that is, something that makes him feel good and relaxed.

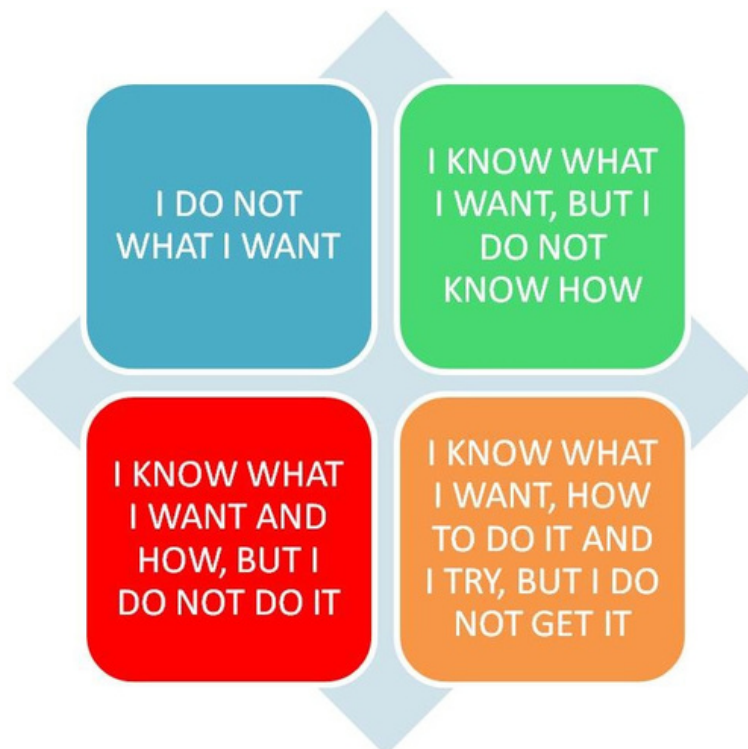
THE FOUR SCENARIOS

One of the biggest obstacles that any coach or therapist finds when initiating a change process with a client is the identification of the blockage that is preventing the client from achieving the stated goals as a desired state.

Sometimes the client is clear about what their "problem" is and what obstacles are standing in their way. This is an ideal situation, but unfortunately not the majority. They simply know that something undesirable is happening, and all they can say is that they want to change and get out of it, but without setting clear, specific and defined objectives. Here, where theory meets reality, is where this awareness-raising tool comes into play, to help coachees unlock blockages, identify their difficulties and also envision possible solutions.

The individual finds her/himself lost, with no objectives, no strength or motivation to take steps towards the change she/he has supposedly declared. It is one of the main obstacles, since without a goal it will be very complicated to take action.

After becoming aware and defining objectives, the individual may find a very common obstacle, which is the lack of resources to carry out his task. These resources can be: intellectuals, material or human.



We will find individuals who continue to be overwhelmed by inaction and do not face up to their objectives. In this case, the breakthrough will have to come from a deep sense of responsibility, as well as in the motivation they need.

The skill, intelligence or resources are not adequate for the objective, or the strategy used to achieve the objective is not the right one. In that case, the unblocking will start by rethinking the strategy and using other alternatives.

GAMES AND ACTIVITIES

4-7-8

- Exhale completely through your mouth, making a whistling sound.
- Close your mouth and quietly inhale through your nose for a mental count of four.
- Hold your breath for a count of seven.
- Exhale through your mouth, making a whistling sound for a mental count of eight.
- Repeat the process three more times for a total of four cycles.

LABELS

- Place the participants around you and briefly explain to them the effect of the first impression.
- Ask them to close their eyes and place one of the stickers with the three colours (red, green and orange) on their foreheads.
- Ask them to open their eyes and do what we do when we go out into society: greeting each other greeting according to the color: effusively if they are green; normally if they are orange and avoid them if they are red.
- The interesting thing is that this is how we will behave towards others... but we will also have a sticker on our forehead, which we have not chosen and which will be the key to understanding how others relate to us.

III-II-I

This process, developed by Ken Wilber, is a three-step meditation exercise that can be used when we notice that something or someone is bothering us to do just that. Thus, the III-II-I process consists of first imagining yourself facing the person whose peace of mind you have disturbed, then talking to that person, and finally becoming that person.

This technique can be used not only with people who bring up an emotional charge, but also with situations and memories that create a disturbance. For example, suppose that you have a dream in which a stranger is chasing you and you are frantically trying to get away.

THE HORSE RACE

It is an icebreaker activity that uses the game as a way to motivate and entertain.. We stand in a circle and the race begins! The horses start running and slap their thighs with the palms of their hands, slowly for the trot, faster for the gallop. The obstacles arrive, for which we raise both arms. There can be double or triple obstacles! Get ready for the final sprint at full speed!



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