



GUIDELINES MANUAL

TOOLS AND GUIDELINES TO SUPPORT TRAINERS, COUNSELORS AND COACHES IN THEIR DAILY PRACTICE, TRYING TO HELP THEIR CLIENTS TO FIND THEIR MISSION IN LIFE

LIFEWORk: THE MISSION IN LIFE AS A GATE OPENER TO THE BUSINESS WORLD, JULI 2013
WWW.MISSIONGATE.INFO

Guidelines

Table of Contents

| | |
|---------------------------------------------------------|----|
| 1. About the Project..... | 4 |
| 1.1. What do we mean by 'mission in life'? | 4 |
| 1.2. Background to the Project..... | 4 |
| 1.3. Project Objectives | 4 |
| 1.4. Use of the Guidelines..... | 5 |
| 2. PHASE 1 – WHERE DO I STAND | 6 |
| 2.1. FACT LEVEL..... | 6 |
| 2.1.1. Personal History - School Path | 6 |
| 2.1.2. Personal History – Other Education..... | 9 |
| 2.1.3. Personal History - Professional Path | 10 |
| 2.1.4. European CV (to follow)..... | 12 |
| 2.1.5. Scoring Matrix..... | 12 |
| 2.1.6. Wheel of Life | 16 |
| 2.1.7. River of Life (to follow) | 19 |
| 2.1.8. Self-Diagnosis – Personal and Professional | 19 |
| 2.1.9. My Successes..... | 21 |
| 2.1.10. SWOT Analysis | 22 |
| 2.1.11. A Day in My Life | 24 |
| 2.1.12. My learning map | 25 |
| 2.1.13. This is me - Who am I..... | 27 |
| 2.1.14. Dreaming Collage (to follow) | 30 |
| 2.1.15. This is me - My picture..... | 30 |
| 2.1.16. Presentation - Dreaming (to follow) | 32 |
| 2.1.17. This is me - Tell Your Story | 32 |
| 2.2. EMOTIONAL LEVEL..... | 34 |
| 2.2.1. Colour Your Emotions..... | 34 |
| 2.2.2. Tell Your Story (SEE ABOVE) | 36 |
| 2.3. NEEDS LEVEL..... | 36 |

| | |
|--------------------------------------------------------------------|----|
| 2.3.1. Individual needs: success & physical challenges..... | 36 |
| 2.3.2. Social needs: collaboration, commitment & competition | 37 |
| 2.3.3. Assurance I have: material & social | 38 |
| 3. PHASE 2 – DISCOVER YOUR MISSION IN LIFE | 40 |
| 3.1. Dreaming (to follow) | 40 |
| 3.2. Wheel of Life (CEP Version) | 40 |
| 3.3. Meditation..... | 44 |
| 3.4. Creative Visualisation..... | 47 |
| 3.5. Interests | 51 |
| 4. PHASE 3 – WHERE DO I GO TO (VISION)..... | 54 |
| 4.1 Coaching session “Vision: My way” Dreaming (to follow)..... | 54 |
| 4.2 Top Questions..... | 54 |
| 4.2.1 6 Questions..... | 54 |
| 4.2.2 Thinking and Reflecting | 55 |
| 4.2.3 Awareness | 56 |
| 4.2.4 Responsibility..... | 58 |
| 4.3 Whole Brain Theory | 59 |
| 4.4 Values | 60 |
| 4.5 Scenario Analyses (ideal work place) | 61 |
| 4.6 Affirmation | 63 |
| 4.7 Active and positive contemplation | 67 |
| 5. PHASE 4 – MY MISSION..... | 71 |
| 5.1. Target in one sentence – Dreaming (to follow)..... | 71 |
| 5.2. Grow/I Grow | 71 |
| 5.3. Where do I want to go | 73 |
| 5.4. Goal Setting | 75 |
| 5.4.1. SMART – Dreaming (to follow) | 75 |
| 5.4.2. Coach Yourself | 75 |
| 5.4.3. In 7 years | 76 |
| 5.5. Back pack (drawing resources) – Dreaming (to follow) | 79 |
| 5.6. Positive Reframing..... | 79 |
| 5.7. My Supporters..... | 81 |
| 5.7.1. My Family | 81 |
| 5.7.2. My Network..... | 81 |

| | |
|--------------------------------------------------|----|
| 5.8. My Life Chart..... | 84 |
| 5.9. My Life – Synthesis | 85 |
| 5.10. Action Plan..... | 86 |
| 5.10.1. Top Questions | 86 |
| 5.10.2. Action Plan – Dreaming (to follow) | 87 |
| 5.10.3. Action Plan/Review Process..... | 87 |
| 5.11. Career Development Cycle | 88 |
| 5.12. Career Monitor – Follow Up | 89 |
| 6. RESEARCH CASES | 91 |
| 6.1. COMPARISON..... | 91 |

1. ABOUT THE PROJECT

Missiongate is a project funded by the European Union Grundtvig Lifelong Learning fund. Five partners from the UK, the Netherlands, Portugal, Spain and Austria have worked on the project since 2011 for 2 years.

The project looks at how trainers can support people to find their mission in life.

1.1. WHAT DO WE MEAN BY 'MISSION IN LIFE'?

For the purpose of this project, 'mission in life' is defined as identifying what a person is really dedicated to in life and what fulfills and satisfies them. Many of us have a feeling about what our mission in life could be but do not give ourselves enough space to explore it or value ourselves enough to integrate it in our lives.

1.2. BACKGROUND TO THE PROJECT

The partners started by looking at the current jobs market and the major changes resulting from the economic crisis and the upheaval this causes in society. An increasing amount of people are facing unemployment in mid-career and after years of gaining work experience, a period of unemployment can undermine personal motivation and self-confidence. Current unemployment training and careers guidance deals more with vocational career planning and the professional skills needed for a specific job. It is oriented towards market demands and employer needs. The project will look at an alternative approach centered on the person, their life and their vision for the future. 'Life work' planning is person-centered and starts from the view of the individual's mission and vision of life. It is based on personal motivation, inner skills, interests rather than studies, education and professional skills acquired during work experience. This process can (re)motivate them to start a new career path or simply to empower them to make changes in their lives.

The project researched existing career guidance tools, then compared them and cross referenced them to establish good practice. These guidelines are our final product as a result of the analysis of this research.

The results can be used to update the skills and preparation of trainers, coaches and career counselors to support people to find their mission in life and to use the mission either in employment, self-employment, volunteering or personal interests.

1.3. PROJECT OBJECTIVES

- Facilitate the work of trainers, coaches and career counselors by creating guidelines on how to support people to find their mission in life.

- Enable (un)employed people to find their mission in life based on their interests, ideas and visions to support their (re)integration to the jobs market and to work as a volunteer.
- Provide partners and local, regional institutions and the wider community with information gathered in the research on existing careers guidance information and tools.

14. USE OF THE GUIDELINES

The guidelines consist of 4 phases which need to be worked on in sequence and each one completed before moving on to the next. In each phase the trainer/coach/counselor can choose the most appropriate exercises from the toolbox provided. At each phase the person needs to be open and honest, committed to the process before moving on to the next phase. It is important that judgment is avoided, either by the trainer or the person themselves. The person needs to reach their own conclusions and take ownership of the process.

14.1. WHERE DO I STAND?

The person is looking for the central purpose or meaning– their Mission in Life. This phase is the starting point and establishes where the person is now, at the point where they are seeking support. This part of the process looks at all aspects of the person's life - how they arrived at this point in their life, what shaped and formed them, limiting factors and achievements so far.

By the end of this phase the person should be fully aware of their current situation. They will be able to acknowledge where they are and be free to openly explore the way forward.

14.2. DISCOVER YOUR MISSION IN LIFE

This phase allows the person to openly explore what really fulfills and satisfies them without restrictions. The exercises can be used to support the person to open their mind and think freely about their 'mission in life'.

By the end of this phase the person should have an idea in their mind of what their 'mission in life' could be.

14.3. VISION – THE WAY FORWARD

In this phase the person is supported to make the dream (vision) concrete and start to make it real. From this point they can then begin to think of a way forward.

By the end of this phase the person should be able to formulate a personal mission statement towards a more fulfilling and more meaningful life.

1.4.4. MY MISSION MY WAY - HOW TO CHOOSE THE PATH

In this phase, the person now has ownership of their vision. They can start to make this vision a reality and explore how they can achieve it and how they can integrate their 'mission in life' in planning their life.

The planning can take different forms but the most important aspect is to make a concrete plan of some sort which includes pacing the implementation in line with the person's life. Without a plan in some form the process would remain an abstract idea. It should be used in the future to evaluate progress.

2. PHASE 1 – WHERE DO I STAND

2.1. FACT LEVEL

2.1.1. PERSONAL HISTORY - SCHOOL PATH

| Name of Exercise | Key Competences Guide / School Path | |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| Source (Title of Research guideline) | SAPE Project | |
| Partner | IAFE – Instituto da Empresa | |
| Description of Exercise | This is a 12 steps process : | |
| | Objectives | Steps of the Key Competences guide |
| | - Welcome and information - Expectations and objectives identification | - The commitment - Participant form |
| | - Reflection about important experiences of life seen by a biographic point of view on life - Identification of ways of learning | - One day in my life - My picture - My learning in life map - Self-Diagnose both personal and professional |

| | | |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| | - Gather of evidences of competences and knowledge achieved in life | - My network |
| | - Evidences analysis and potential on using acquired knowledge - Competences analysis and internal and external resources analysis | - Who am I - Where do I want to go - In 7 years |
| | - Collection and analysis on the trainees competences - Negotiation of the Life Project | - My Life chart - Synthesis document of the Key Competences Guide – My Life Project |
| | Part of the participant's form, in this step the trainee is invited to reflect and remember the main steps of his school path. This reflection exercise will provide awareness of what the trainee has already achieved in education. | |
| Duration | 15 - 30 min | |
| Materials needed | Paper and pen | |
| Additional information for trainers | | |

School Path Template

| Beginning/End | School Level | Name of school | What pleased me the most | What displeased me the most | What I have learned |
|------------------------------------------------------------------------------------------------------------------------------|--------------|----------------|--------------------------|-----------------------------|---------------------|
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2.1.2. PERSONAL HISTORY – OTHER EDUCATION

| Name of Exercise | Key Competences Guide / Other education | | | | | | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| Source (Title of Research guideline) | SAPE Project | | | | | | | | | | |
| Partner | IAFE – Instituto da Empresa | | | | | | | | | | |
| Description of Exercise | <p>This is a 12 steps process :</p> <table border="1"> <thead> <tr> <th>Objectives</th><th>Steps of the Key Competences guide</th></tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> - Welcome and information - Expectations and objectives identification </td><td> <ul style="list-style-type: none"> - The commitment - Participant form </td></tr> <tr> <td> <ul style="list-style-type: none"> - Reflection about important experiences of life seen by a biographic point of view on life - Identification of ways of learning - Gather of evidences of competences and knowledge achieved in life </td><td> <ul style="list-style-type: none"> - One day in my life - My picture - My learning in life map - Self-Diagnose both personal and professional - My network </td></tr> <tr> <td> <ul style="list-style-type: none"> - Evidences analysis and potential on using acquired knowledge - Competences analysis and internal and external resources analysis </td><td> <ul style="list-style-type: none"> - Who am I - Where do I want to go - In 7 years </td></tr> <tr> <td> <ul style="list-style-type: none"> - Collection and analysis on the trainees competences - Negotiation of the Life Project </td><td> <ul style="list-style-type: none"> - My Life chart - Synthesis document of the Key Competences Guide – My Life Project </td></tr> </tbody> </table> <p>Part of the participant's form, in this step, after describing the school path, the trainee is asked to describe other education through life.</p> <p>This reflection exercise will provide awareness of what the trainee has already achieved in education.</p> | Objectives | Steps of the Key Competences guide | <ul style="list-style-type: none"> - Welcome and information - Expectations and objectives identification | <ul style="list-style-type: none"> - The commitment - Participant form | <ul style="list-style-type: none"> - Reflection about important experiences of life seen by a biographic point of view on life - Identification of ways of learning - Gather of evidences of competences and knowledge achieved in life | <ul style="list-style-type: none"> - One day in my life - My picture - My learning in life map - Self-Diagnose both personal and professional - My network | <ul style="list-style-type: none"> - Evidences analysis and potential on using acquired knowledge - Competences analysis and internal and external resources analysis | <ul style="list-style-type: none"> - Who am I - Where do I want to go - In 7 years | <ul style="list-style-type: none"> - Collection and analysis on the trainees competences - Negotiation of the Life Project | <ul style="list-style-type: none"> - My Life chart - Synthesis document of the Key Competences Guide – My Life Project |
| Objectives | Steps of the Key Competences guide | | | | | | | | | | |
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| Duration | 15 - 30 min | | | | | | | | | | |
| Materials needed | Paper and pen | | | | | | | | | | |
| Additional information for trainers | | | | | | | | | | | |

2.1.3. PERSONAL HISTORY - PROFESSIONAL PATH

| Name of Exercise | Key Competences Guide / Professional path | | | | | | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| Source (Title of Research guideline) | SAPE Project | | | | | | | | | | |
| Partner | IAFE – Instituto da Empresa | | | | | | | | | | |
| Description of Exercise | <p>This is a 12 steps process :</p> <table border="1"> <thead> <tr> <th>Objectives</th><th>Steps of the Key Competences guide</th></tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> - Welcome and information - Expectations and objectives identification </td><td> <ul style="list-style-type: none"> - The commitment - Participant form </td></tr> <tr> <td> <ul style="list-style-type: none"> - Reflection about important experiences of life seen by a biographic point of view on life - Identification of ways of learning - Gather of evidences of competences and knowledge achieved in life </td><td> <ul style="list-style-type: none"> - One day in my life - My picture - My learning in life map - Self-Diagnose both personal and professional - My network </td></tr> <tr> <td> <ul style="list-style-type: none"> - Evidences analysis and potential on using acquired knowledge - Competences analysis and internal and external resources analysis </td><td> <ul style="list-style-type: none"> - Who am I - Where do I want to go - In 7 years </td></tr> <tr> <td> <ul style="list-style-type: none"> - Collection and analysis on the trainees competences - Negotiation of the Life Project </td><td> <ul style="list-style-type: none"> - My Life chart - Synthesis document of the Key Competences Guide – My Life Project </td></tr> </tbody> </table> <p>Part of the participant's form, after describing the school path and other education, the trainee is asked to describe his professional path.</p> <p>This reflection exercise will provide awareness of what the trainee has already achieved in his professional life .</p> | Objectives | Steps of the Key Competences guide | <ul style="list-style-type: none"> - Welcome and information - Expectations and objectives identification | <ul style="list-style-type: none"> - The commitment - Participant form | <ul style="list-style-type: none"> - Reflection about important experiences of life seen by a biographic point of view on life - Identification of ways of learning - Gather of evidences of competences and knowledge achieved in life | <ul style="list-style-type: none"> - One day in my life - My picture - My learning in life map - Self-Diagnose both personal and professional - My network | <ul style="list-style-type: none"> - Evidences analysis and potential on using acquired knowledge - Competences analysis and internal and external resources analysis | <ul style="list-style-type: none"> - Who am I - Where do I want to go - In 7 years | <ul style="list-style-type: none"> - Collection and analysis on the trainees competences - Negotiation of the Life Project | <ul style="list-style-type: none"> - My Life chart - Synthesis document of the Key Competences Guide – My Life Project |
| Objectives | Steps of the Key Competences guide | | | | | | | | | | |
| <ul style="list-style-type: none"> - Welcome and information - Expectations and objectives identification | <ul style="list-style-type: none"> - The commitment - Participant form | | | | | | | | | | |
| <ul style="list-style-type: none"> - Reflection about important experiences of life seen by a biographic point of view on life - Identification of ways of learning - Gather of evidences of competences and knowledge achieved in life | <ul style="list-style-type: none"> - One day in my life - My picture - My learning in life map - Self-Diagnose both personal and professional - My network | | | | | | | | | | |
| <ul style="list-style-type: none"> - Evidences analysis and potential on using acquired knowledge - Competences analysis and internal and external resources analysis | <ul style="list-style-type: none"> - Who am I - Where do I want to go - In 7 years | | | | | | | | | | |
| <ul style="list-style-type: none"> - Collection and analysis on the trainees competences - Negotiation of the Life Project | <ul style="list-style-type: none"> - My Life chart - Synthesis document of the Key Competences Guide – My Life Project | | | | | | | | | | |
| Duration | 15 - 30 min | | | | | | | | | | |
| Materials needed | Paper and pen | | | | | | | | | | |
| Additional information for trainers | | | | | | | | | | | |

Professional Path Template

| Beginning/End | Occupation - developed activities | Reasons for satisfaction | Reasons for dissatisfaction |
|------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|--------------------------|-----------------------------|
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2.1.4. EUROPEAN CV (TD FDLLDW)

2.1.5. SCDRING MATRIX

| Name of Exercise | Scoring Matrix |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Source (Title of Research guideline) | Edinburgh Cyrenians |
| Partner | Cre8te Opportunities |
| Description of Exercise | <p>This method is used as a baseline measure to identify and confront barriers to moving forward in life. People may not be aware of the extent these issues are affecting their lives and this method allows them to reflect on them and take steps to address them. The framework comprises of 12 areas potentially requiring support:</p> <ul style="list-style-type: none"> i) Employment, training and learning ii) Engagement in locally based activities iii) Money management iv) Legal matters v) Housing stable, warm and fuel efficient vi) Able to live in comfort vii) Physical health viii) Mental/emotional wellbeing ix) Drugs x) Alcohol xi) Friends, family, neighbours xii) Abusive relationships <p>A scale is used to assess distance travelled in each of the 12 support areas:</p> <p>5 = participant is out of control in this area and does not recognise this 4 = participant recognises that they have significant issues in this area 3 = participant is committing to address problems in this area 2 = participant is addressing problems 1 = there are no support issues/issues have been addressed and resolved</p> |

| | |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | A matrix of the key work areas and 1 – 5 scale is used as a discussion tool with participants. A benchmark is produced during initial assessment through agreement with the participant. This is regularly monitored and a formal review takes place every 6 – 12 weeks. |
| Duration | On-going throughout support. |
| Materials needed | See attached matrix example. |
| Additional information for trainers | This is done on a 1-1 basis only. A benchmark is produced during initial assessment through agreement between the key worker and participant. |

Scoring Matrix Template

| Scoring Matrix | | | | | |
|-----------------------------------------|---------------------------------------------------------------------|------------------------------------|------------------------------------------------------------|-----------------------------------------------------------------------|------------------------------------------------------------------------|
| | there are no support issues/issues have been addressed and resolved | participant is addressing problems | participant is committing to address problems in this area | participant recognises that they have significant issues in this area | participant is out of control in this area and does not recognise this |
| | 1 | 2 | 3 | 4 | 5 |
| Employment, training and learning | | | | | |
| Engagement in locally based activities | | | | | |
| Money management | | | | | |
| Legal matters | | | | | |
| Housing stable, warm and fuel efficient | | | | | |
| Able to live in comfort | | | | | |
| Physical health | | | | | |

| | | | | | |
|-----------------------------|--|--|--|--|--|
| Mental/emotional wellbeing | | | | | |
| Drugs | | | | | |
| Alcohol | | | | | |
| Friends, family, neighbours | | | | | |
| Abusive relationships | | | | | |
| Total | | | | | |

2.1.6. WHEEL OF LIFE

| | |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Name of Exercise | Wheel of Life |
| Source (Title of Research guideline) | Cyrenians |
| Partner | Cre8te Opportunities |
| Description of Exercise | <p>Used as a tool within the coaching process to evaluate the importance of different aspects of person's life and to measure how this changes during the support process. It enables people to identify action points for future development.</p> <p>At the start of the process the person evaluates these areas of life:</p> <ul style="list-style-type: none"> Money Responsibility Training Opportunities Passion Teamwork/Alone Hours Work/life balance Progression <p>These categories can be changed to reflect different perspectives depending on the purpose, eg emphasis can be on work, work/life balance or mental health etc.</p> <p>These areas are then scored according to importance on a scale of 1 to 10 with 1 being not important at all, 10 most important.</p> <p>This method is flexible and can be done either on a 1-1 basis, in pairs or in a group.</p> <p>Some guidance is given by the trainer when looking at each category to help them reflect on how important each factor is. It needs to be personalised as each category will mean something different to each person.</p> <p>This is then used during each phase of support to measure the change in their priorities/perspective and compared with the starting scores. This gives the person insight into gaps where they are not fulfilling their priorities. There</p> |

| | |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | could be a discrepancy between importance to them and the reality in their lives. They can then use this to feed into their action plan/goals. |
| Duration | Each session depends on the person involved and the method of delivery (ie 1-1, group) but 2 hours as a guide. |
| Materials needed | Ice breakers? Wheel of Life chart and method of recording scores for each person. (see sample below) |
| Additional information for trainers | Personalisation very important. Flexible tool depending on situation. Not used in isolation but as part of the coaching process. Focusses abstract reflection into practical scoring method and goal setting. If done on a group basis, will depend on how well the group know each other. Possible ice-breaking exercises needed? |



Wheel of Life

What's Important?

Mark on a scale of 1 – 10

1 = not important at all

10 = very/most important

2.1.7. RIVER OF LIFE (TO FOLLOW)

2.1.8. SELF-DIAGNOSIS – PERSONAL AND PROFESSIONAL

| | | |
|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Name of Exercise | Key Competences Guide / Self-diagnose both personal and professional | |
| Source (Title of Research guideline) | SAPE Project | |
| Partner | IAFE – Instituto da Empresa | |
| Description of Exercise | This is a 12 steps process : | |
| | Objectives | Steps of the Key Competences guide |
| | <ul style="list-style-type: none">- Welcome and information- Expectations and objectives identification | <ul style="list-style-type: none">- The commitment- Participant form |
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| | <ul style="list-style-type: none">- Evidences analysis and potential on using acquired knowledge- Competences analysis and internal and external resources analysis | <ul style="list-style-type: none">- Who am I- Where do I want to go- In 7 years |
| | <ul style="list-style-type: none">- Collection and analysis on the trainees competences- Negotiation of the Life Project | <ul style="list-style-type: none">- My Life chart- Synthesis document of the Key Competences Guide – My Life Project |
| | <p>Giving sequence to “My learning map” activity the trainee is now asked to reflect on his education and training as well on his professional career.</p> <p>This activity tools should provide reflection on identifying specific professional and personal skills acquired through life</p> | |
| Duration | 60 – 120 min | |

| | |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Materials needed | Paper and pen |
| Additional information for trainers | The objective is to promote a moment for evaluation of the personal, social and professional development, leading to the recognition of the competences developed through life |

A. Trajectory Evaluation

Throughout your life, what were the most important and significant periods

B. Professional trajectory evaluation

1. Throughout your career which were the creations, products and achievements that make you feel greater personal satisfaction?
2. In a professional level is there any area where you consider yourself as an “expert”?
3. Was there a divergence between the vocation you thought you had and the work and functions you played?
4. If you said yes, you think that it was beneficial or harmful to your success?
5. Globally, and knowing what you know now, if you could choose again, would you choose the same profession?

C. Evaluation of school and training path

1. Throughout your school and training path which were the really helpful knowledge in your personal life and career?
2. Throughout your school and training path which were the knowledge you feel it will never be of any good for your life?

D. Existing competences inventory

1. Indicate, as comprehensively as possible, what you know to do regarding:
 - a. Professional life (i.e. lead a team, draw, sell, speak English,...)
 - b. Personal life (i.e. play the guitar, sports, community service,...)

2.1.9. MY SUCCESSES

| Name of Exercise | My Successes |
|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Source (Title of Research guideline) | “Nooit meer werken – op zoek naar bezieling in je werk” (“Never work again - the search for inspiration in your job”) (Van Lier, 1998) |
| Partner | PCT-NL |
| Description of Exercise | <p>This exercise helps participants to identify their achieved successes.</p> <p>The exercises should preferably be done in a group ranging from two to five participants. Alternatively, they might also be done by individuals.</p> <p>The exercise is used to identify the successes that a person is proud about. The trainer should identify these successes and use them to conclude about the things people are proud of.</p> <p>The trainer first explains the exercise to the group. Define success as ‘accomplishment of intended goals, or striving towards certain goals and as a result attaining them’. Ask every person to write down three successes. People should list their biggest successes only.</p> <p>The trainer then asks about the successes. He or she asks questions to identify why people are proud of these particular successes.</p> <p>This information is to be used in other exercises. It points out, how participants can achieve satisfaction in their (working) life. If done correctly, the identified successes will show how to achieve a higher satisfaction.</p> |
| Duration | 30 minutes |
| Materials needed | Paper, writing material |
| Additional information for trainers | |

2.1.10. SWOT ANALYSIS

| | |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Name of Exercise | SWOT ANALYSIS |
| Source (Title of Research guideline) | DOCTOR OF CAREER – book by Mehmet Oner |
| Partner | TURKEY |
| Description of Exercise | <p>STRENGTHS:</p> <ul style="list-style-type: none"> • What are your core competencies in this area? • What relevant skills, talents or abilities do you poses? • What resources do you have at your disposal? • What specialized knowledge or expertise do you have access to? • Who can you ask for advice, support or help? • What special/proprietary tools can you use or develop? • What is already working well in this area? What related strengths does that reveal? <p>WEAKNESSES:</p> <ul style="list-style-type: none"> • What are your main liabilities in this area? • List all the relevant skills, abilities and talents that you would find helpful in this result area. Which ones are you the least good or proficient at? • List the specialized knowledge or expertise that you would find helpful in this result area. Any knowledge or expertise that you lack could be considered a weakness. • Are there any resources (money, time, help) that you currently don't have access to? • What is not working in this area right now? What related weaknesses does that reveal? <p>Your strengths and weaknesses give you an idea of your internal capabilities, resources and liabilities. The next step in SWOT analysis is to identify your external opportunities for profit, growth and improvement. Here are some ideas to help you identify them:</p> |

| | |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>OPPORTUNITIES:</p> <ul style="list-style-type: none"> • List the opportunities that you have been considering. • What things could you improve in this result area? • Think of one thing you could do that would significantly improve your situation in this area. • What important goals could you pursue? • How can you take advantage of your strengths? • Can you take advantage of any changes in your environment or circumstances? • What opportunities would become available to you if you eliminate some of your weaknesses? <p>Now identify your threats, which represent external events, environmental factors, or changes that could affect you negatively. Here are some ideas to help you identify some threats:</p> <p>THREATS:</p> <ul style="list-style-type: none"> • Make a list of serious risks you are facing in this area if you continue along your current path. • What obstacles or roadblocks are impeding your progress? • What environmental factors are affecting you negatively? • Think about how current changes to your environment or circumstances could affect you negatively. |
| Duration | 30 minutes |
| Materials needed | PPT, Computer (for describing the exercise) Paper, pen |
| Additional information for trainers | Trainer should be a good observer. Non-judgemental asking the questions, be patient, talented with understanding the people |

2.1.11. A DAY IN MY LIFE

| Name of Exercise | Key Competences Guide / On day in my life | | | | | | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| Source (Title of Research guideline) | SAPE Project | | | | | | | | | | |
| Partner | IAFE – Instituto da Empresa | | | | | | | | | | |
| Description of Exercise | <p>This is a 12 steps process :</p> <table border="1"> <thead> <tr> <th>Objectives</th><th>Steps of the Key Competences guide</th></tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> - Welcome and information - Expectations and objectives identification </td><td> <ul style="list-style-type: none"> - The commitment - Participant form </td></tr> <tr> <td> <ul style="list-style-type: none"> - Reflection about important experiences of life seen by a biographic point of view on life - Identification of ways of learning - Gather of evidences of competences and knowledge achieved in life </td><td> <ul style="list-style-type: none"> - One day in my life - My picture - My learning in life map - Self-Diagnose both personal and professional - My network </td></tr> <tr> <td> <ul style="list-style-type: none"> - Evidences analysis and potential on using acquired knowledge - Competences analysis and internal and external resources analysis </td><td> <ul style="list-style-type: none"> - Who am I - Where do I want to go - In 7 years </td></tr> <tr> <td> <ul style="list-style-type: none"> - Collection and analysis on the trainees competences - Negotiation of the Life Project </td><td> <ul style="list-style-type: none"> - My Life chart - Synthesis document of the Key Competences Guide – My Life Project </td></tr> </tbody> </table> <p>In this step the trainee is asked to reflect on his personal and social path analyzing a set of activities developed during a typical day.</p> <p>It is essential that the participant explore in depth their daily experiences, specifying the activities. For each of these, the participant is asked to collect evidence and mention the satisfaction that it brings. Also he is asked to identify the competences he acquired through life.</p> | Objectives | Steps of the Key Competences guide | <ul style="list-style-type: none"> - Welcome and information - Expectations and objectives identification | <ul style="list-style-type: none"> - The commitment - Participant form | <ul style="list-style-type: none"> - Reflection about important experiences of life seen by a biographic point of view on life - Identification of ways of learning - Gather of evidences of competences and knowledge achieved in life | <ul style="list-style-type: none"> - One day in my life - My picture - My learning in life map - Self-Diagnose both personal and professional - My network | <ul style="list-style-type: none"> - Evidences analysis and potential on using acquired knowledge - Competences analysis and internal and external resources analysis | <ul style="list-style-type: none"> - Who am I - Where do I want to go - In 7 years | <ul style="list-style-type: none"> - Collection and analysis on the trainees competences - Negotiation of the Life Project | <ul style="list-style-type: none"> - My Life chart - Synthesis document of the Key Competences Guide – My Life Project |
| Objectives | Steps of the Key Competences guide | | | | | | | | | | |
| <ul style="list-style-type: none"> - Welcome and information - Expectations and objectives identification | <ul style="list-style-type: none"> - The commitment - Participant form | | | | | | | | | | |
| <ul style="list-style-type: none"> - Reflection about important experiences of life seen by a biographic point of view on life - Identification of ways of learning - Gather of evidences of competences and knowledge achieved in life | <ul style="list-style-type: none"> - One day in my life - My picture - My learning in life map - Self-Diagnose both personal and professional - My network | | | | | | | | | | |
| <ul style="list-style-type: none"> - Evidences analysis and potential on using acquired knowledge - Competences analysis and internal and external resources analysis | <ul style="list-style-type: none"> - Who am I - Where do I want to go - In 7 years | | | | | | | | | | |
| <ul style="list-style-type: none"> - Collection and analysis on the trainees competences - Negotiation of the Life Project | <ul style="list-style-type: none"> - My Life chart - Synthesis document of the Key Competences Guide – My Life Project | | | | | | | | | | |
| Duration | 60 – 120 min | | | | | | | | | | |
| Materials needed | Paper and pen | | | | | | | | | | |
| Additional information for trainers | The objective is to promote self-knowledge and self-esteem through the trainee personal and professional valorisation. | | | | | | | | | | |

| One day in my life |
|--------------------|
| |

| Identified Competences |
|------------------------|
| |

2.1.12. MY LEARNING MAP

| | |
|--------------------------------------|-------------------------------------------------|
| Name of Exercise | Key Competences Guide / My learning in life map |
| Source (Title of Research guideline) | SAPE Project |
| Partner | IAFE – Instituto da Empresa |
| Description of Exercise | This is a 12 steps process : |

| | | | |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|--|
| | Objectives | Steps of the Key Competences guide | |
| | - Welcome and information - Expectations and objectives identification | - The commitment - Participant form | |
| | - Reflection about important experiences of life seen by a biographic point of view on life - Identification of ways of learning - Gather of evidences of competences and knowledge achieved in life | - One day in my life - My picture - My learning in life map - Self-Diagnose both personal and professional - My network | |
| | - Evidences analysis and potential on using acquired knowledge - Competences analysis and internal and external resources analysis | - Who am I - Where do I want to go - In 7 years | |
| | - Collection and analysis on the trainees competences - Negotiation of the Life Project | - My Life chart - Synthesis document of the Key Competences Guide – My Life Project | |
| | <p>In this step the trainee is asked to fill in a chronological map on which, for each age group, must identify the significant life situations and what kind of learning gained from those experiences.</p> <p>This activity should provide a deeper self-knowledge.</p> | | |
| Duration | | 30 min | |
| Materials needed | | Paper and pen | |
| Additional information for trainers | | | |
| | Life events | Learning | |
| 0 to 10 years old | | | |
| 11 to 20 years old | | | |

| | | |
|-----------------------|--|--|
| 21 to 30 years old | | |
| 31 to 40 years old | | |
| 41 to 50 years old | | |
| 51 to 60 years old | | |
| + 60 years old | | |

2.1.13. THIS IS ME - WHO AM I

| | | |
|--------------------------------------|---------------------------------------------------------------------------|----------------------------------------|
| Name of Exercise | Key Competences Guide / Who am I | |
| Source (Title of Research guideline) | SAPE Project | |
| Partner | IAFE – Instituto da Empresa | |
| Description of Exercise | This is a 12 steps process : | |
| | Objectives | Steps of the Key Competences guide |
| | - Welcome and information - Expectations and objectives identification | - The commitment - Participant form |
| | - Reflection about important | - One day in my life |

| | | |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> experiences of life seen by a biographic point of view on life - Identification of ways of learning - Gather of evidences of competences and knowledge achieved in life | <ul style="list-style-type: none"> - My picture - My learning in life map - Self-Diagnose both personal and professional - My network |
| | <ul style="list-style-type: none"> - Evidences analysis and potential on using acquired knowledge - Competences analysis and internal and external resources analysis | <ul style="list-style-type: none"> - Who am I - Where do I want to go - In 7 years |
| | <ul style="list-style-type: none"> - Collection and analysis on the trainees competences - Negotiation of the Life Project | <ul style="list-style-type: none"> - My Life chart - Synthesis document of the Key Competences Guide – My Life Project |
| | <p>With this tool the trainee is asked to identify and reflect on his personal and professional characteristics and, in his relation with the others, which are the strengths to keep and the flaws he considers important changing to improve life</p> | |
| Duration | 30 min | |
| Materials needed | Paper and pen | |
| Additional information for trainers | | |

| | What I want to keep | What I need to change |
|-------------------------------------------|---------------------|-----------------------|
| Personal characteristics | | |
| Professional characteristics | | |
| Characteristics on relating to the others | | |

2.1.14. DREAMING COLLAGE (TO FOLLOW)

2.1.15. THIS IS ME - MY PICTURE

| Name of Exercise | Key Competences Guide / My picture | | | | | | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| Source (Title of Research guideline) | SAPE Project | | | | | | | | | | |
| Partner | IAFE – Instituto da Empresa | | | | | | | | | | |
| Description of Exercise | <p>This is a 12 steps process :</p> <table border="1"> <thead> <tr> <th>Objectives</th><th>Steps of the Key Competences guide</th></tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> - Welcome and information - Expectations and objectives identification </td><td> <ul style="list-style-type: none"> - The commitment - Participant form </td></tr> <tr> <td> <ul style="list-style-type: none"> - Reflection about important experiences of life seen by a biographic point of view on life - Identification of ways of learning - Gather of evidences of competences and knowledge achieved in life </td><td> <ul style="list-style-type: none"> - One day in my life - My picture - My learning in life map - Self-Diagnose both personal and professional - My network </td></tr> <tr> <td> <ul style="list-style-type: none"> - Evidences analysis and potential on using acquired knowledge - Competences analysis and internal and external resources analysis </td><td> <ul style="list-style-type: none"> - Who am I - Where do I want to go - In 7 years </td></tr> <tr> <td> <ul style="list-style-type: none"> - Collection and analysis on the trainees competences - Negotiation of the Life Project </td><td> <ul style="list-style-type: none"> - My Life chart - Synthesis document of the Key Competences Guide – My Life Project </td></tr> </tbody> </table> <p>In this step the trainee is asked to reflect and sign the preamble of about himself and his family, his limitations and the image on himself, his likes and dreams.</p> <p>This activity should provide a deeper self-knowledge.</p> | Objectives | Steps of the Key Competences guide | <ul style="list-style-type: none"> - Welcome and information - Expectations and objectives identification | <ul style="list-style-type: none"> - The commitment - Participant form | <ul style="list-style-type: none"> - Reflection about important experiences of life seen by a biographic point of view on life - Identification of ways of learning - Gather of evidences of competences and knowledge achieved in life | <ul style="list-style-type: none"> - One day in my life - My picture - My learning in life map - Self-Diagnose both personal and professional - My network | <ul style="list-style-type: none"> - Evidences analysis and potential on using acquired knowledge - Competences analysis and internal and external resources analysis | <ul style="list-style-type: none"> - Who am I - Where do I want to go - In 7 years | <ul style="list-style-type: none"> - Collection and analysis on the trainees competences - Negotiation of the Life Project | <ul style="list-style-type: none"> - My Life chart - Synthesis document of the Key Competences Guide – My Life Project |
| Objectives | Steps of the Key Competences guide | | | | | | | | | | |
| <ul style="list-style-type: none"> - Welcome and information - Expectations and objectives identification | <ul style="list-style-type: none"> - The commitment - Participant form | | | | | | | | | | |
| <ul style="list-style-type: none"> - Reflection about important experiences of life seen by a biographic point of view on life - Identification of ways of learning - Gather of evidences of competences and knowledge achieved in life | <ul style="list-style-type: none"> - One day in my life - My picture - My learning in life map - Self-Diagnose both personal and professional - My network | | | | | | | | | | |
| <ul style="list-style-type: none"> - Evidences analysis and potential on using acquired knowledge - Competences analysis and internal and external resources analysis | <ul style="list-style-type: none"> - Who am I - Where do I want to go - In 7 years | | | | | | | | | | |
| <ul style="list-style-type: none"> - Collection and analysis on the trainees competences - Negotiation of the Life Project | <ul style="list-style-type: none"> - My Life chart - Synthesis document of the Key Competences Guide – My Life Project | | | | | | | | | | |
| Duration | 30 min | | | | | | | | | | |
| Materials needed | Paper and pen | | | | | | | | | | |
| Additional information for trainers | | | | | | | | | | | |

| My Picture | | |
|-----------------------------------------------------|--------------------|----------|
| Who am I? | Who is my family? | |
| What do I most like to do? | My virtues | My flaws |
| | My limitations | |
| What I wish I have done and never had the chance to | How do I look like | |

2.1.16. PRESENTATION - DREAMING (TO FOLLOW)

2.1.17. THIS IS ME - TELL YOUR STORY¹

| | |
|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Name of Exercise | Tell your story - Fact level |
| Source (Title of Research guideline) | <p>"Ondernemen in de levensloop – Een route naar inspiratie en vernieuwing in het werklevens" (<i>Entrepreneurship in the course of life – a guide to inspiration and renewal in the working life</i>)</p> <p>(Van der Brug & Locher, 1995)</p> |
| Partner | PCT /NL |
| Description of Exercise | <p>OVERVIEW:</p> <p><u>Phase one.</u> Think about your first working situation, and the last (or current) situation you experienced.</p> <p><u>Phase two.</u> Tell a story in front of the group related to these situations.</p> <p><u>Phase three.</u> The rest of the participants and the trainer ask questions about the story.</p> <p>Participants have to be in a group together with two to five fellow participants.</p> <p><u>Phase 1.</u> During the first phase, all participants should think about their first work experience and the last work experience they experienced. The trainer should let the participants think about these situations for ten minutes. Let them write a short, descriptive story about both. Alternatively, let participants write a storyboard about the story.</p> <p>As this might be a hard assignment for participants, help them by giving an example. Explain clearly that participants need to focus on a story that describes their working situation, either current or in the past. Let them describe these jobs on a factual level: let them talk about their managers (do they have one?), about their customers, about their co-workers, about the place of work, the daily commuting time, about the level of stress</p> |

¹ This activity can be also used for the the same purpose as '3.Colour your emotions'

| | |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>they imagine, about the colors of their work place, and whatever else they imagine.</p> <p>Phase 2. Every participant tells his or her two stories individually in front of the group. The story needs to be maximum five minutes. Think about, and explain the group, the definition of storytelling. Storytelling is all about keeping in touch with your audience. Tell a simple yet powerful story and make sure that your audience gets it. Think about your intonation, facial expression, mime, pace and body language. Also, use repetition, elaboration and exaggeration. Use all these elements in order to point out the crucial points</p> <p>Phase 3. After an individual participant has told his or her story in front of the group, the trainer and the rest of the group can ask questions about the situation.</p> <p>Ask questions in order to urge the participant to think about his inner values.</p> <ul style="list-style-type: none"> -Why did he experience things in this way? -What was an alternative solution during the working situation? -How did the participant change? -How can these findings be used in other situations? -Which deeper themes motivated him to behave in the way he did before? <p>Use open questions in order to push the participant to talk a lot and to make him or her discover his own answers.</p> <p>This is a sense-making process, urging the participant to think about his inner values. Why did he do the things in this way? Which deeper themes motivated him to behave in the way he did before? In this process, the participant should not strive towards a quick or simplified answer. The process, however, helps towards a better understanding of inner values and choices made. Later in the process, this knowledge can be used to make more accurate plans for the future.</p> |
| Duration | Approximately 30 minutes |
| Materials needed | Paper to write down the stories of the participant, easy chairs and other furniture to ensure a comfortable and welcoming environment. |

| | |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Additional information for trainers | <p>Preparation of the trainer:</p> <ul style="list-style-type: none"> -Prepare a story in order to give an example -Prepare questions for phase three |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

2.2. EMOTIONAL LEVEL

2.2.1. COLOUR YOUR EMOTIONS

| | |
|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Name of Exercise | COLOUR YOUR EMOTIONS |
| Source (Title of Research guideline) | <p>"Ondernemen in de levensloop – Een route naar inspiratie en vernieuwing in het werkleven" (<i>Entrepreneurship in the course of life – a guide to inspiration and renewal in the working life</i>)</p> <p>(Van der Brug & Locher, 1995)</p> |
| Partner | PCT - NL |
| Description of Exercise | <p><u>Phase one.</u> Think about your life and choose a story that caused self-development within you.</p> <p><u>Phase two.</u> Tell the story in front of the group.</p> <p><u>Phase three.</u> The rest of the participants and the trainer ask questions about the story.</p> <p>Participants have to be in a group together with two to five fellow participants.</p> <p><u>Phase 1.</u> Think about moments in your life that caused a development in yourself, no matter whether it have been a private or work situation you were in, a landscape or scenery that impressed you so much that it caused inner changes or an incidence or event that deeply touched you and made you change. Then, write this down on a piece of paper.</p> <p><u>Phase 2.</u> In the second phase, the participant is encouraged to think about his current situation. It is called "where do I stand?" This is done in a creative way. This stimulates participants to express their emotions about their current working situation. Participants should focus at impulsively using colors and simple forms to express</p> |

| | |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>themselves; it is clearly not about creating a work of art.</p> <p>-After the introduction and explanation, every participant should draw his or her current emotions on a sheet of paper. Participants are entirely free to draw whatever they want, although they should keep in mind that this drawing will be analyzed afterwards. The theme has to be '(future) working life' or be related to the theme described in phase one.</p> <p>Phase 3. After drawing, the group of participants discusses it together with the maker of the drawing. In this conversation, the drawing is characterized: this helps the creator to express his or her deepest emotions. The conversation afterwards is also beneficial because it might cause the creator to develop new insights about his or her character, emotions and current situation.</p> <p>An example of such a characterization is: "the tension between the fresh, young-looking light spots and the black border with a stripe through the middle on the other hand. There is also tension between the fiery spark left and the surrounded area right". This helped the participant in question to formulate his issue: he had the feeling that he was surrounded on all sides in his working situation. This example clarifies how characterization of creative expressions can be done and how it can be beneficial for making emotions explicit.</p> |
| Duration | Approximately one hour |
| Materials needed | Sheets of paper (A4 or bigger), artistic material such as crayons, paint, pencils, and more. Chairs and tables in order to give people the opportunity to work on their drawings. |
| Additional information for trainers | |

2.2.2. TELL YOUR STORY (SEE ABOVE)

2.3. NEEDS LEVEL

2.3.1. INDIVIDUAL NEEDS: SUCCESS & PHYSICAL CHALLENGES

| Name of Exercise | Individual Needs |
|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Source (Title of Research guideline) | <p>"Nooit meer werken – op zoek naar bezieling in je werk" (<i>"Never work again - the search for inspiration in your job"</i>)</p> <p>(Van Lier, 1998)</p> |
| Partner | PCT-NL |
| Description of Exercise | <p>This exercise helps participants to identify their individual needs. Derived from the theories of Herzberg, these individual needs determine (job) satisfaction to a considerable extent.</p> <p>The exercises should preferably be done in a group ranging from two to five participants. Alternatively, they also be done by individuals.</p> <p>Two very important individual needs to be identified are 1) the need for success and 2) the need for physical challenges.</p> <p>The trainer first explains the exercise to the group. Define success as 'accomplishment of intended goals, or striving towards certain goals and as a result attaining them'. Explain that physical challenges are important for most people, as they need some form of daily physical exercise in order to feel good. Also, explain that individual needs can be attained without interference from others.</p> <p>Now, use a flipchart in front of the group. Divide the sheet of paper into physical needs and in successes. Ask the group to list examples of the two categories. Exclude similar or equal examples.</p> <p>After this, ask participants individually to complete the same exercise, but now individually. List your successes</p> |

| | |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>and the physical challenges you need.</p> <p>This information is to be used in other exercises. It points out, how participants can achieve satisfaction in their (working) life. If done correctly, the identified needs will lead to a higher satisfaction.</p> |
| Duration | 30 minutes |
| Materials needed | Flipchart, paper, writing material |
| Additional information for trainers | |

2.3.2. SOCIAL NEEDS: COLLABORATION, COMMITMENT & COMPETITION

| | |
|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Name of Exercise | Social Needs |
| Source (Title of Research guideline) | <p>“Nooit meer werken – op zoek naar bezieling in je werk” (<i>“Never work again - the search for inspiration in your job”</i>)</p> <p>(Van Lier, 1998)</p> |
| Partner | PCT-NL |
| Description of Exercise | <p>This exercise helps participants to identify their social needs. Derived from the theories of Herzberg, social needs determine (job) satisfaction to a considerable extent. All humans have these factors to a greater or lesser extent. What is important at this stage is to identify to what extent these factors influence you in your daily life and how these are met in your daily activities.</p> <p>The exercises should preferably be done in a group ranging from two to five participants. Alternatively, individuals might also do it.</p> <p>The trainer first explains the group about the exercise. Explain that social needs are dependent of other people. Describe different types of needs: contact with others,</p> |

| | |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>collaboration towards a common goal and competition with peers.</p> <p>Now, use a flipchart in front of the group. Divide the sheet of paper into three categories: contact with others, collaboration towards a common goal and competition with peers. Let every participant think about it for about five minutes, and then let him or her give examples of situations in which these needs occur in their working life. Present these examples to the rest of the group.</p> <p>After this, let participants assign a score to each need, with 1 = no need and 10 = high need. This information is to be used in other exercises. It points out, how participants can achieve satisfaction in their (working) life.</p> |
| Duration | 30 minutes |
| Materials needed | Flipchart, paper, writing material |
| Additional information for trainers | |

2.3.3. ASSURANCE I HAVE: MATERIAL & SOCIAL

| | |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Name of Exercise | Assurances I Have |
| Source (Title of Research guideline) | <p>“Nooit meer werken – op zoek naar bezieling in je werk” (<i>“Never work again - the search for inspiration in your job”</i>)</p> <p>(Van Lier, 1998)</p> |
| Partner | PCT – NL |
| Description of Exercise | <p>This is an individual exercise that should be completed at home. It focuses on material assurances. Completing the exercise will show you the leeway for change you have in your life</p> <p>Take a piece of paper and draw a table similar to the one pictured below:</p> |

| | | Effect on house | Effect on car | Effect on lifestyle | .. | Other expenses |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|---------------|---------------------|----|----------------|
| | Current Income | | | | | |
| | 75% of current income | | | | | |
| | 50% of current income | | | | | |
| | 25% of current income | | | | | |
| | 0 % of current income | | | | | |
| | <p>Now, calculate your income and assess the effects of an income decrease. Find answers to questions like this:</p> <p>-What will happen to my house if I lose all my current income?</p> <p>-What expenses do I have to decrease?</p> <p>-How long will my savings help me to endure a loss of income?</p> <p>After completing this, ask yourself if you really value your current income. Or, alternatively, could you also be happy with less income? Reconsider your job and focus on jobs that you like in itself instead of liking the income it provides you. Use this knowledge in other exercises.</p> | | | | | |
| Duration | 1 hour | | | | | |

| | |
|-------------------------------------|---------------------------------------|
| Materials needed | Paper, personal financial information |
| Additional information for trainers | |

3. PHASE 2 – DISCOVER YOUR MISSION IN LIFE

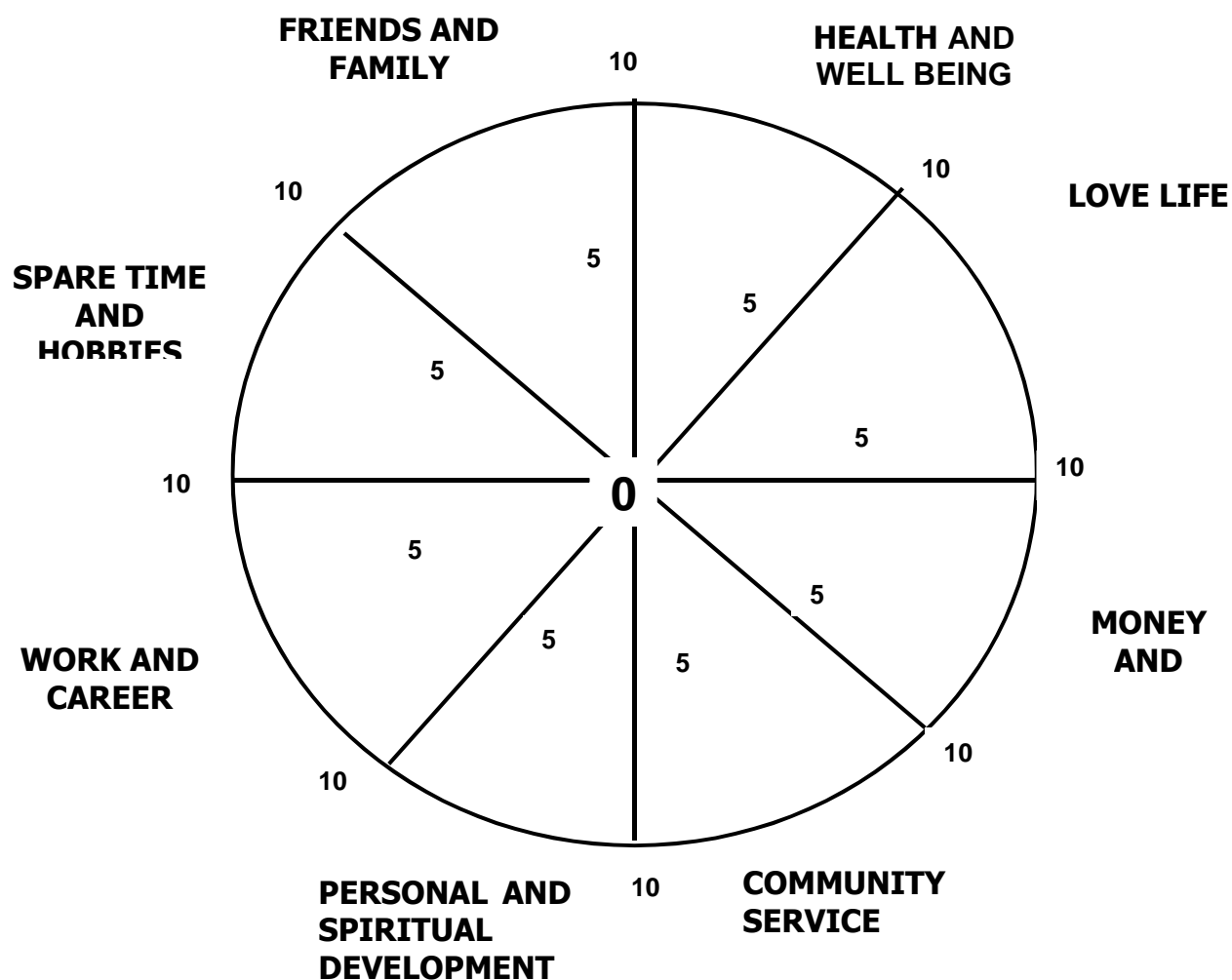
3.1. DREAMING (TO FOLLOW)

3.2. WHEEL OF LIFE (CEP VERSION)

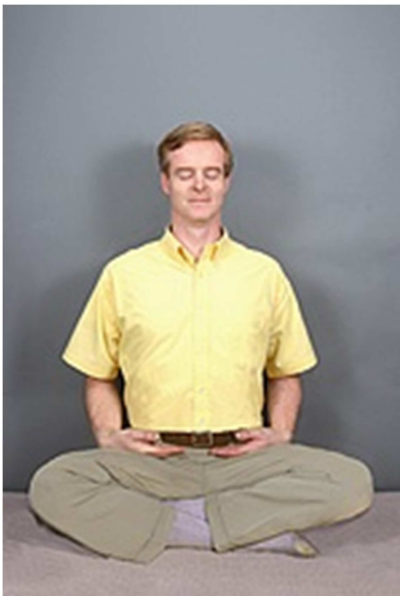
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| Name of Exercise | Wheel of life |
| Source | Life Coaching |
| Partner | Centre de Estudis Prat |
| Description of Exercise | <p>Objective: It helps you consider each area of your life in turn and assess what is off balance. As such, it helps you identify areas that need more attention.</p> <p>Figure 1 shows an example of wheel of life with example "dimensions". We propose 8 areas "Health and well being", "Love life", "Money and finances", "Community service", "Personal and spiritual development", "Work and career", "Spare time and hobbies" and "Family and friends".</p> <p>The Wheel of Life is a very powerful tool because it gives you a vivid visual representation of the way your life is currently, compared with the way you'd ideally like it to be. It is called the "Wheel of Life" because each area of your life is mapped on a circle, like the spoke of a wheel. The concept was originally created by Paul J. Meyer, founder of Success Motivation® Institute, Inc.</p> <p>Development: 1. Brainstorm Life Areas</p> |

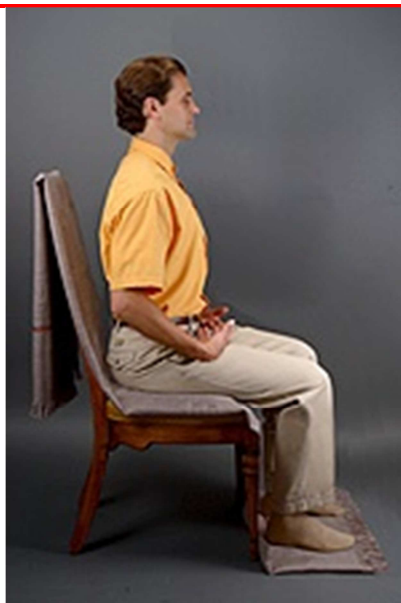
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| | <p>Start by brainstorming the 8 dimensions of your life that are important for you and are part of the wheel of life. Different approaches to this are:</p> <ul style="list-style-type: none"> • The roles you play in life, for example: husband/wife, father/mother, manager, colleague, team member, sports player, community leader, or friend. • Areas of life that are important to you, for example: artistic expression, positive attitude, career, education, family, friends, financial freedom, physical challenge, pleasure, or public service. • Your own combination of these (or different) things, reflecting the things that are your priorities in life. <p>2. Write These Down on the Wheel Write down these dimensions on the Wheel of Life diagram, one on each spoke of the life wheel.</p> <p>3. Assess Each Area This approach assumes that you will be happy and fulfilled if you can find the right balance of attention for each of these dimensions. And different areas of your life will need different levels of attention at different times. So the next step is to assess the amount of attention you're currently devoting to each area. Consider each dimension in turn, and on a scale of 0 (low) – to 10 (high), write down the amount of attention you're devoting to that area of your life. Mark each score on the appropriate spoke of your Life Wheel.</p> <p>4. Join Up the Marks Now join up the marks around the circle. Does your life wheel look and feel balanced?</p> <p>5. Think About Your Ideal Level Next it's time to consider your ideal level in each area of your life. A balanced life does not mean getting 5 in each life area: some areas need more attention and focus than others at any time. And inevitably you will need to make choices and compromises, as your time and energy are not in unlimited supply! So the question is, what would the ideal level of attention be for you in each life area? Plot the "ideal" scores around your life wheel too.</p> <p>6. Take Action Now you have a visual representation of your current life balance and your ideal life balance. What are the gaps? These are the areas of your life that need attention. And remember that gaps can go both ways. There are almost certainly areas that are not getting as much</p> |
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| | <p>attention as you'd like. However there may also be areas where you're putting in more effort than you'd ideally like. These areas are sapping energy and enthusiasm that may better be directed elsewhere.</p> <p>Once you have identified the areas that need attention, it's time to plan the actions needed to work on regaining balance. Starting with the neglected areas, what things do you need to start doing to regain balance? In the areas that currently sap your energy and time, what can you stop doing or reprioritize or delegate to someone else? Make a commitment to these actions by writing them on your worksheet "Wheel of life" .</p> <p>II. The instructor asks the participants to discuss what they have learned about them during the exercise in pairs.</p> |
| Duration | Time Required: 60 to 90 minutes. |
| Materials needed | Materials: white sheets and pencils for each participant. Sheets of flip chart paper and markers, instrumental music if you want. |
| Additional information for trainers | <p>Personal reflection is very important.</p> <p>You can use the Wheel of Life as preparation for goal setting. It helps identify the areas you want to work on and is a great way of visualizing your current and desired life. Once you are working on improving your life balance, it's also a useful tool for monitoring your life balance as it changes over time.</p> |



3.3. MEDITATION

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| Name of Exercise | Meditation |
| Source | Mindfulness and Yoga |
| Partner | Centre de Estudis Prat |
| Description of Exercise | <p>Objective: learn and practice a short meditation and receive basic instructions to develop awareness and a routine for meditation.</p> <p>Instructions on Posture for Effective Meditation</p> <p>Erect Spine</p> <p>One of the first requisites for meditation is correct posture. The spine should be erect. When the person is seeking to direct his mind and life force upward through the cerebrospinal axis to the centers of higher consciousness in the brain, he should avoid stricture or pinching of the spinal nerves caused by improper posture.</p> <p>Sit on a Straight Armless Chair</p>  |



Those persons whose legs are supple may prefer to meditate sitting cross-legged on a cushion on the floor, or on a firm bed.

However, for westerner people it is recommended the following meditation pose:

Sit on a straight armless chair with the feet resting flat on the floor. Hold spine erect, abdomen in, chest out, shoulders back, chin parallel to the ground. The hands, with palms upturned, should rest on the legs at the juncture of the thighs and the abdominal region to prevent the body from bending forward.

If the correct posture has been assumed, the body will be stable yet relaxed, so that it is easily possible to remain completely still, without moving a muscle.

Now, close your eyes and gently lift your gaze upward, without straining, to the point between the eyebrows — the seat of concentration, and of the spiritual eye of divine perception.

Process:

1) Centred

After you are established the meditation, begin by connecting with your heart, expressing your devotion and asking to have a good meditation.

2) Tense and Relax to Remove All Stress

- Inhale, tensing the whole body and clenching the fists.
- Relax all the body parts at once and, as you do so, expel the breath through the mouth in a double exhalation, "*huh, huh.*"□

Repeat this practice three to six times.

Then forget the breath. Let it flow in and out naturally, of its own accord, as in ordinary breathing.

3) Focus Attention at the centre of your eyebrow, centre of consciousness

With the eyelids half closed (or completely closed, if this is more comfortable to you), look upward, focusing the gaze and the attention as though looking out through a point between the eyebrows. (A person deep in concentration often "knits" his brows at this spot.) Do not cross the eyes or strain them; the upward gaze comes naturally when one is relaxed and calmly concentrated.

4) Focus Attention at the centre of your eyebrow, centre of consciousness

What is important is fixing the whole attention at the point between the eyebrows. When the purpose of meditation is fulfilled, the person finds his consciousness automatically concentrated at the spiritual eye, and he experiences, according to his inner spiritual capacity, a state of joyous happiness.

It takes deep concentration and calmness to behold the spiritual eye. The depth of calmness and concentration necessary for this are naturally developed through steady practice.

5) Daily Practice as Preparation for a habit

The meditation period should last at least thirty minutes in the morning and thirty minutes at night. The longer you sit, enjoying the state of meditative calm, the faster you will progress in finding your mission in life. Carry into your daily activities the calmness you feel in meditation; that calmness will help you to bring harmony and happiness into every department of your life.

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| | <p>II. Each participant will sit in silence after the meditation, no words are allowed, silence is recommended to benefit from meditation practice.</p> <p>Recommendations: 30 participants recommended the use of a living room large enough to gather comfortably.</p> |
| Duration | Time Required: 60 to 70 minutes., 30 minutes meditation when there is no previous practice or experience |
| Materials needed | Materials: incense, candles, chairs or mediation matts. |
| Additional information for trainers | Personal reflection is very important. We are not our results, our failures and successes. Our ego gets identified with our failures and success, to move on in our life we need to get apart from them. |

3.4. CREATIVE VISUALISATION

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| Name of Exercise | Creative Visualization |
| Source | Mindfulness and Yoga |
| Partner | Centre de Estudis Prat |
| Description of Exercise | <p>Objective: to develop awareness of our own achievements and failures and to understand the purpose and mission of life (personal and professional)</p> <p>Development:</p> <p>I: The instructor explains the objectives of the exercise. Have you ever wondered why it is that change is so difficult and fleeting? .The reason it is so challenging to change habits, attitudes, or limitations is that they have been ingrained in the subconscious portion of the mind. Virtually everyday you have many dozens of thoughts about the way you are or what your life is like, and every time you have a reaction to those thoughts you effectively</p> |

re-energize the belief pattern. You might say for instance, "I sure wish I could be different, but I don't seem to have what it takes. I guess it's just not meant to be."

The first part of that sentence comes from the conscious mind expressing a desire, but the commentary comes from the subconscious limiting belief that you shouldn't have it, are not mean to have it, or you are incapable of having it. That subconscious commentary is strengthened every time you allow it to pass through your mind or you think or say the words. This is why most people feel trapped and helpless to escape their situations.

Beliefs are a tricky thing to contemplate because we believe that what we believe is true, and yet we are continually changing our beliefs. You certainly don't believe the same things you did ten or twenty years ago and you are not likely to believe the same things months and years from now that you do today. Yet, most people feel threatened about changing their beliefs. People tend to feel most comfortable and safe with the status quo; when things stay as they are. However, our lives are always in a state of change and what is important to know is that not only is that not threatening, but it is actually very good news because it means we can take control of our destiny.

Creative visualization is a process of using your imagination to focus on the outcomes you desire. It is what most successful athletes use to refine their performances. In addition, it is also the most powerful tool there is for bringing about transformative results in your life. You must be able to envision yourself succeeding before you are able to achieve lasting success. This is what great business successes, artists, scientists, and other successful people have in common. Every accomplishment or creation had to first be an image in someone's mind. So to have success visualization exercises are the single most important skill to help you attain it.

II. Each participant will listen to the instructor recommendations and will lead to group into a state of comfort and relaxation:

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| | <ol style="list-style-type: none"> 1. You assume a comfortable state in which you can relax. <ol style="list-style-type: none"> a. Eliminate distractions such as turning off your phone. b. Close your eyes and take a deep breathe. c. As you exhale feel your body relaxing. 2. Imagine you are in a peaceful natural setting relaxing under a tree. <ol style="list-style-type: none"> a. Continue breathing slowly and naturally. b. Take some time to let all the concerns of the day fade away. 3. Next, create positive images of the outcome you desire. <ol style="list-style-type: none"> a. See the end result you wish to attain. b. Imagine yourself having the outcome you want. 4. Recall positive feelings related to what you want. <ol style="list-style-type: none"> a. How will you feel when you have attained what you want? b. Think of a word or phrase to describe the wonderful feelings. 5. Use positive affirmations to strengthen the positive beliefs, images, and feelings of what you want to experience. <ol style="list-style-type: none"> a. Be sure your affirmations are in the present tense. b. Be sure your affirmations are personal and specific, for example: <ol style="list-style-type: none"> 1. I smile easily with a feeling of confidence 2. People are aware that I like them. 3. I deserve the best life has to offer. |
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| | <p>4. I feel secure and confident.</p> <p>5. I have good luck.</p> <p>6. I glow with inner happiness.</p> <p>7. I like myself.</p> <p>8. I radiate inner confidence.</p> <p>9. I believe in myself.</p> <p>10. I do good things for myself because I deserve them.</p> <p>Remember it has taken you decades for your life to become the way it is through any number of self-defeating and self-sabotage patterns, so you need to be patient with yourself as you apply the visualization techniques. Sometimes results can start in several days, but most people find that it is not unusual for it to take a few months. Everyone is unique. The more you practice creative visualization, the better you will get at it. The process does work for everyone who is persistent in applying all the steps.</p> <p>Also be aware that not everyone sees vivid images and they are not necessary for the creative visualization to work. Many people are more conceptual than visual and the process still works because it is your intentions and desire are the driving force behind the success of your visualization exercises</p> <p>VI. The group gather together again and in pairs each participant explain the experience, feelings and realizations.</p> <p>IX. The instructor asks the participants to discuss what they have learned about them during the exercise.</p> <p>Recommendations: 30 participants recommended the use of a living room large enough to gather comfortably.</p> |
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| Duration | Time Required: 60 to 70 minutes. |
| Materials needed | Materials: instrumental music, aromatherapy or incense and/or candles, comfortable seats to be seated, and yoga matts. |
| Additional information for trainers | Personal reflection is very important. We are not our results, our failures and successes. Our ego gets identified with our failures and success, to move on in our life we need to get apart from them. |

3.5. INTERESTS

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| Name of Exercise | INTERESTS |
| Source (Title of Research guideline) | COACH TO YOURSELF |
| Partner | TURKEY |
| Description of Exercise | <p>Self-assessment involves identifying and understanding your interests, skills, and values as a foundation for career decision making, planning and action. Assessing and understanding your interests, skills and values is the first step in identifying the career path that is right for you. There's a big difference between getting a job and pursuing a career you love. Research has shown that individuals who choose careers that are closely aligned with their interests, skills and values tend to be more satisfied in their jobs and enjoy greater career success. The self-assessment process is important, not only in pursuing your first internship or job after college , but throughout your life as you move forward in your career. Listed below is a series of exercises and web sites to assist you in identifying your interests, skills and values. Each of these resources will help provide insight into what would be a good career match for you. These exercises may be completed at your own pace. However, it is best to examine these areas early in the job search process. Career coaches in the Office of Career Management are available to help you take the information gained from</p> |

these activities and integrate it into your job search strategy.

Interests

Interests are those activities you enjoy doing. Interest in the work you perform is a key motivating factor for work. Those who are interested in their work will find it more enjoyable, be more motivated to learn about it, develop relevant skills, work hard and persevere when the job becomes challenging. All of these factors will increase your chances of success and job satisfaction.

Interests Questions Exercise

To help identify your top areas of interest, answer the questions listed below. Think broadly when answering these questions—include work, academics, volunteer and leisure interests. Consider subject areas (e.g., accounting, logistics, etc.) as well as activities (e.g., research, event planning, etc.).

What do you do well (if you aren't sure, ask a friend or family member)?

What are your favourite sections of the library or bookstore?

When reading newspapers, magazines, surfing the Internet, or watching television, which issues/topics are you naturally drawn to?

What are your favourite classes?

What activities or hobbies do you like to do in your spare time?

What are the most interesting jobs you can think of?

If money were no object, how would you make a living?

How would you spend your time?

What kinds of things are you doing when you lose track of time?

If you won the lottery, to which causes/issues would you give the money?

If you were a reporter, what kinds of stories would you

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| | <p>write?</p> <p>What kinds of information do you find most fascinating?</p> <p>What do you love to do?</p> <p>Of all of the people you know, who do you think has the most interesting job?</p> <p>Who are your heroes?</p> <p>What would you do if there was nothing to hold you back?</p> <p>What did you dream of being when you were 10?</p> <p>Based on your answers to the questions above, list your top three areas of interest:</p> <ol style="list-style-type: none"> 1. 2. 3. <p>Listed below are some ways to further explore and define your interests:</p> <p>Become involved in student clubs and organizations on campus</p> <p>Volunteer on campus or in your community</p> <p>Become involved with philanthropic organizations and activities</p> <p>Discuss your career interests with friends, family, professors, co-workers, etc.</p> <p>Take a career assessment at the Office of Career Management</p> |
| Duration | 20 minutes |
| Materials needed | Questionnaire |
| Additional information for trainers | |

4. PHASE 3 – WHERE DO I GO TO (VISION)

4.1 COACHING SESSION “VISION: MY WAY” DREAMING (TO FOLLOW)

4.2 TOP QUESTIONS

4.2.1 6 QUESTIONS

| Name of Exercise | 6 questions - IAFE “Top Questions” | | | | | | | | | | | | | | | | | | | | | | |
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| Source (Title of Resarch guildeline) | Book “Top Question”, by Maggie João | | | | | | | | | | | | | | | | | | | | | | |
| Partner | IAFE – Instituto da Empresa | | | | | | | | | | | | | | | | | | | | | | |
| Description of Exercise | <p>Presented below a sample script that allows the identification of trainee objectives, obstacles to its achievement and the discovery of solutions to overcome them, regarding the trace of a strategy:</p> <table border="1"> <thead> <tr> <th></th><th>Aims</th><th>Question</th></tr> </thead> <tbody> <tr> <td>1</td><td>Identification of the trainee objectives / what</td><td>What is more important in your life?</td></tr> <tr> <td>2</td><td>Check if the trainee is engaged in what he more valorizes</td><td>How much time per day do you devote to this area of your life? Please quantify</td></tr> <tr> <td>3</td><td>Identify obstacles that must be solved</td><td>Why don´t you spend more time?</td></tr> <tr> <td>4</td><td>Choose the solution from the available options</td><td>What is the solution?</td></tr> <tr> <td>5</td><td>Check if the solution depends only on the trainee itself, or on a third-party</td><td>Who can help you?</td></tr> <tr> <td>6</td><td>Aims to help trainees in defining the strategy to follow</td><td>How can they help you? How do you think you can achieve?</td></tr> </tbody> </table> | | | Aims | Question | 1 | Identification of the trainee objectives / what | What is more important in your life? | 2 | Check if the trainee is engaged in what he more valorizes | How much time per day do you devote to this area of your life? Please quantify | 3 | Identify obstacles that must be solved | Why don´t you spend more time? | 4 | Choose the solution from the available options | What is the solution? | 5 | Check if the solution depends only on the trainee itself, or on a third-party | Who can help you? | 6 | Aims to help trainees in defining the strategy to follow | How can they help you? How do you think you can achieve? |
| | Aims | Question | | | | | | | | | | | | | | | | | | | | | |
| 1 | Identification of the trainee objectives / what | What is more important in your life? | | | | | | | | | | | | | | | | | | | | | |
| 2 | Check if the trainee is engaged in what he more valorizes | How much time per day do you devote to this area of your life? Please quantify | | | | | | | | | | | | | | | | | | | | | |
| 3 | Identify obstacles that must be solved | Why don´t you spend more time? | | | | | | | | | | | | | | | | | | | | | |
| 4 | Choose the solution from the available options | What is the solution? | | | | | | | | | | | | | | | | | | | | | |
| 5 | Check if the solution depends only on the trainee itself, or on a third-party | Who can help you? | | | | | | | | | | | | | | | | | | | | | |
| 6 | Aims to help trainees in defining the strategy to follow | How can they help you? How do you think you can achieve? | | | | | | | | | | | | | | | | | | | | | |
| Duration | 1 hour | | | | | | | | | | | | | | | | | | | | | | |

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| Materials needed | No material required |
| Additional information for trainers | <p>The questions must be adapted according to the answers of the trainee. The objective is the commitment of the respondent with the strategy that will be outlined.</p> <p>It is fundamental to win the respondent trust and be alert to the given signs so it is possible to guide the trainee through his thoughts.</p> |

4.2.2 THINKING AND REFLECTING

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| Name of Exercise | Thinking & Reflection - IAFE “Top Questions” |
| Source (Title of Research guideline) | Book “Top Question”, by Maggie João |
| Partner | IAFE – Instituto da Empresa |
| Description of Exercise | <p>Please reflect on who you are, your qualities, your defects, the implications they have in your life and on what you think you must change to become a better person. Now we ask you to do the following exercise using the blank sheet in front of you:</p> <ol style="list-style-type: none"> 1 – Write 5 qualities; 2 – Write 5 defects; 3 – In front of every quality and every defect, write the advantages or disadvantages associated with it; 4 – Think about how your qualities and advantages associated with them can help you to mitigate /eliminate your defects and interconnects each defect with the quality you think that can solve it. |
| Duration | 30 minutes |
| Materials needed | 1 blank sheet and a pen |

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| Additional information for trainers | The trainers should explain that the aim of the exercise is to reflect on qualities and defects and on what it can enhance the personality of each. |
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Please reflect on who you are, your qualities, your defects and the implications they have in your life as well as on what you think you must change to become a better person.

Please answer:

1. Name your 5 top qualities:
2. Name you 5 top defects;
3. In front of every quality and defect mentioned above, please describe the advantages and disadvantages you see in each one of them
4. Reflect on how your qualities and their advantages can help you ease your defects ; connect each defect with the quality you think it can diminish it.

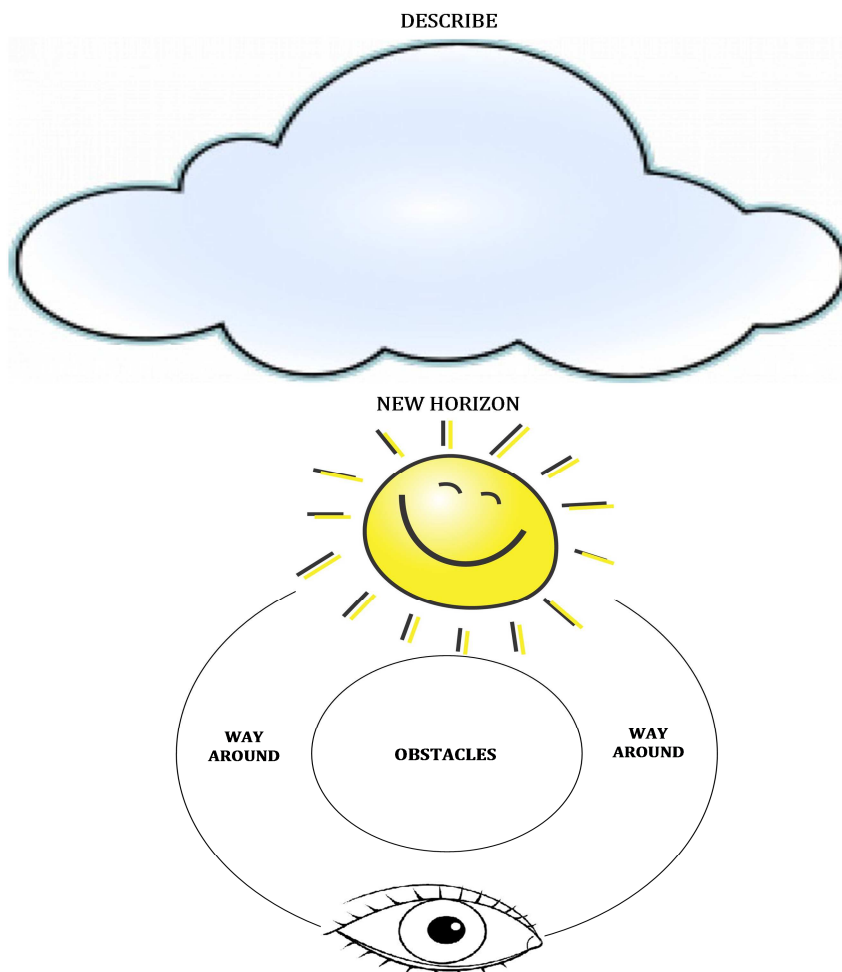
4.2.3 AWARENESS

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| Name of Exercise | Awareness - IAFE “Top Questions” |
| Source (Title of Resarch guildeline) | Book “Top Question”, by Maggie João |
| Partner | IAFE – Instituto da Empresa |

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| Description of Exercise | <p>The exercise consists in finding the abilities, knowing the blocks and finding ways to get around, leading to new horizons.</p> <p>The trainee is asked to reflect on the image.</p> |
| Duration | 45 minutes |
| Materials needed | pen |
| Additional information for trainers | |

Please take a look at the image below and describe what pops up to you, considering:

- What you have today and the skills that allowed to achieve it;
- Your objectives and the obstacles that restrain you;
- The way in what your capacities can help you go around the obstacles in order to achieve your objectives.



4.2.4 RESPONSIBILITY


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| Name of Exercise | Responsibility - IAFE “Top Questions” |
| Source (Title of Research guideline) | Book “Top Question”, by Maggie João |
| Partner | IAFE – Instituto da Empresa |
| Description of Exercise | <p>The trainee is asked to make a draw based on the following assumptions:</p> <ul style="list-style-type: none"> - there is one objective to achieve; -the trainee is aware of the difficulties/barriers he will face; - the trainee knows what it takes to achieve the objective; - the trainee commits on a Schedule to achieve the objective. |
| Duration | 30 min |
| Materials needed | Pape and pen |
| Additional information for trainers | The aim is to obtain a commitment of the trainee in establishing and achieving one objective. |

Please make a poster, in order to visualize, considering the following assumptions:

1. You have one objective to achieve;
2. You are aware of the difficulties/barriers he will face;
3. You know what it takes to get there;
4. You know when you will get there!

4.3 WHOLE BRAIN THEORY

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| Name of Exercise | WHOLE BRAIN THEORY |
| Source (Title of Research guideline) | DOCTOR OF CAREER |
| Partner | TURKEY |
| Description of Exercise | <p>In this model brain is identified as;</p> <ul style="list-style-type: none"> • A. Analytical thinking Key words : Auditive,logical, factual, critical, technical and quantitative. Preferred activities : collecting data, analysis, understanding how things work, judging ideas based on facts, criteria and logical reasoning. • B. Sequential thinking Key words : safekeeping, structured, organized, complexity or detailed, planned. Preferred activities : following directions, detail oriented work, step-by-step problem solving, organization and implementation. • C. Interpersonal thinking Key words : Kinesthetic, emotional, spiritual, sensory, feeling. Preferred activities : listening to and expressing ideas, looking for personal meaning, sensory input, and group interaction. • D. Imaginative thinking Key words : Visual, holistic, intuitive, innovative, and conceptual. Preferred activities : Looking at the big picture, taking initiative, challenging assumptions, visuals, metaphoric thinking, creative problem solving, long term thinking. <p>PRACTICAL APPLICATION</p> |

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| | http://www.ipn.at/ipn.asp?BHX  Presentation1.pptx |
| Duration | 100 minutes |
| Materials needed | For online test, internet connection |
| Additional information for trainers | http://www.wholebrainthinking.com.au/pdf/understanding_wb.pdf |

4.4 VALUES

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| Name of Exercise | VALUES |
| Source (Title of Research guideline) | COACH TO YOURSELF |
| Partner | TURKEY |
| Description of Exercise | <p>Definition of the values can be identified as principles or standards of behaviour; one's judgement of what is important in life.</p> <p>Circles are prepared very important – important – not important</p> <p>Then it's expected from them to tag their values according to these circles</p> |
| Duration | 20 minutes |
| Materials needed | |
| Additional information for trainers | |

4.5 SCENARIO ANALYSES (IDEAL WORK PLACE)

| Name of Exercise | Scenario Analyses |
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| Source (Title of Research guideline) | <p>"Ondernemen in de levensloop – Een route naar inspiratie en vernieuwing in het werkleven" (<i>Entrepreneurship in the course of life – a guide to inspiration and renewal in the working life</i>)</p> <p>(Van der Brug & Locher, 1995)</p> |
| Partner | PCT / NL |
| Description of Exercise | <p>OVERVIEW:</p> <p>Phase one. Describe a scenario about your ideal working situation in great detail to the group. The trainer and the rest of the group ask questions in order to increase the level of detail and to provoke emotions. This aids in choosing between scenarios.</p> <p>Phase two. The rest of the participants and the trainer ask questions about the story.</p> <p>Participants have to be in a group together with two to five fellow participants.</p> <p>Phase one. During step one the participant is encouraged to think about scenarios. Questions, themes, emotions and values are no longer discussed but are used as starting point for these scenarios. Scenarios should be as realistic as possible.</p> <p>Encourage participants to think as broad as possible. Let participants consider various options. You might want to help the participant to step out of his normal patterns of thought and think about other possibilities. Suggest these possibilities to the participant.</p> <p>Multiple scenarios should be created, just as long the participant thinks he has created enough. All scenarios should be told in front of the group and described in great detail. Describe, for instance, the color of the carpet of your imagined workplace, describe the way how you enter the building, how you greet your colleagues (that is, do</p> |

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| | <p>you even have colleagues?). Describe the way you start your day, how you picture that day. Describe how you come home, and how you look back on such a day. Discuss this scenario with fellow participants, using 2 to 5 minutes per scenario. Tell scenarios in turn, one by one. The group and the trainer then start asking questions. For example, ask how this scenario matches your core values? Does this scenario help you find a solution that helps you move forward in your life?</p> <p>This process of imagining and describing your future should be repeated until you have chosen a preferred scenario. This is the point where you become emotionally satisfied with the scenario and start to enjoy thinking about it. At this point it is clear that you need to stop imagining.</p> <p>This technique is used to provoke emotions about your future. In a way, the participant uses insights from prior exercises and the scenario-technique in order to express his emotions about the future. His or her inner voice is articulated.</p> <p>Phase two. The next step is called “what am I going to do?” The preferred scenario step two is modified into a real-life action plan; steps are taken to realize the scenario. It is a shift from an imagined future to a realistic plan, ready for implementation.</p> <p>The time horizon for this definite scenario is three years. In this way, the scenario is as realistic as possible while at the same time leeway for change is created. The implementation plan should be as complete as possible, containing at least:</p> <ul style="list-style-type: none"> • What you are going to do • When, with who, and how? • What you want to achieve? • What the effects on others and yourself will be? How will your social environment react? <p>It is also necessary to work on a contingency plan: what if the first plan does not work? Is there an alternative?</p> |
| Duration | Approximately 45 minutes |
| Materials needed | Paper to write down the scenarios of the participant, easy chairs and other furniture to ensure a comfortable and |

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| | welcoming environment. |
| Additional information for trainers | Prepare an example, provide writing materials and consider to tape the session in order to prevent material from being lost. |

4.6 AFFIRMATION

| Name of Exercise | Affirmation |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Source | Mindfulness and Yoga |
| Partner | Centre de Estudis Prat |
| Description of Exercise | <p>Objective: to develop awareness of our own achievements and direction to go to find our purpose and find personal success. Being a soul trader is the best personal strategy for sustainable career success.</p> <p>Development:</p> <p>I: The instructor explains the objectives of the exercise and what are affirmations. Affirmations are words saturated with sincerity, conviction, faith, and intuition. They are like highly explosive vibration bombs, which, when set off, shatter the rocks of difficulties and create the change desired.</p> <p>The subconscious idea-habit of disease or health exerts a strong influence. Stubborn mental or physical diseases always have a deep root in the sub consciousness. Pulling out its hidden roots may cure illness. That is why all affirmations of the conscious mind should be impressive enough to permeate the sub consciousness, which in turn automatically influences the conscious mind.</p> <p>Strong conscious affirmations thus react on the mind and body through the medium of the sub consciousness. Still stronger affirmations reach not only the subconscious but also the super conscious min, the magic storehouse of miraculous powers.</p> <p>II. The instructor will repeat aloud a series of 5</p> |

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| | <p>affirmations.</p> <p>III. Each participant is provided with white a sheet of paper and a pencil and is asked to write down the affirmation that connects with his problem or believes it is the solution to his/her problem.</p> <p>VI. Choose your affirmation and repeat all of it, first loudly, then softly and more slowly, until your voice becomes a whisper. Then gradually affirm it mentally only, without moving the tongue or the lips, until you feel that you have attained deep, unbroken concentration not unconsciousness, but a profound continuity of uninterrupted thought.</p> <p>If you continue with your mental affirmation, and go still deeper, you will feel a sense of increasing joy and peace. During the state of deep concentration, your affirmation will merge with the subconscious stream, to come back later reinforced with power to influence your conscious mind through the law of habit.</p> <p>During the time that you experience ever-increasing peace, your affirmation goes deeper, into the super conscious realm, to return later laden with unlimited power to influence your conscious mind and also to fulfil your desires. Doubt not and you shall witness the miracle of this scientific faith.</p> <p>How to Practice Affirmations</p> <ul style="list-style-type: none"> - Choose an affirmation for your particular need. - Sit with spine erect. - Close your eyes and gently focus your gaze and concentrate at the point between the eyebrows. - Then take a deep breath and exhale it, three times. Relax the body and keep it motionless.... - Cast away anxiety, distrust, and worry.... - Repeat all of the affirmation, first loudly, then softly and more slowly, until your voice becomes a whisper. - Then gradually affirm it mentally only, without moving the tongue or the lips, until you feel that you have attained deep, unbroken concentration — not unconsciousness, but a profound continuity of uninterrupted thought. <p>If you continue with your mental affirmation, and go still deeper, you will feel a sense of increasing joy and peace</p> |
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VII. Allow 30 minutes for each affirmation and keep practicing this exercise every day for 21 days.

Releasing and Cleansing affirmations

The purpose of Releasing and/or Cleansing affirmations is to let go of unwanted and unneeded stuff. Especially, they help you let go of resistance. They allow you to purify your system. These affirmations stimulate the release of toxins such as negative thought forms, repressed or suppressed emotions, old memories, negative bonds with others, karma, dark consensus reality, illusions of all types.

Examples:

1. I give myself permission to release toxicity from every level of my energy field.
2. I rescind out-dated vows of poverty, celibacy, struggle, silence, and unworthiness.
3. I release resistance.
4. I let go of old programs that keep me stuck in old patterns.
5. I let go of everything I do not want or need for my highest good.

Receiving and Accepting affirmations

The purpose of Receiving and/or Accepting affirmations is to open to allow something to be. They allow us to receive goodness from the Universe. They neutralize the misqualification of energy; that is, they can reverse illness or other density. In addition, they help us shift the attention from disempowering actions such as, "getting" or "taking" to more freeing concepts such as, "receiving" and "allowing" and "accepting."

Examples:

1. I open to the gifts of the Universe.
2. I allow abundance to flow through me.
3. I accept support when I need it.
4. Dear God, please let me know what to do in a way that I can understand.
5. I accept peace and joy in all aspects of my life.

Being and Intending affirmations

The purpose of Being and/or Intending affirmations is to ground your purpose, especially your higher purpose. These affirmations enhance conscious awareness of your intention about something or about your mission in life. In addition, these affirmations can deepen your understanding of your reason for being and/or acting generally or in a specific situation. They can be used to enhance any and all actions that follow.

Examples:

1. I know that this is for the highest good of all concerned.
2. I deepen my awareness of the consciousness from which actions spring.
3. I live my mission in life.
4. My intention is to live free from struggle, fear, and hopelessness.
5. I remember.

Acting and Claiming affirmations

The purpose of Acting and/or Claiming affirmations is to bring something into manifestation or to direct the energy of your intention to appropriate manifestation. These affirmations bring into the physical experience those ideas that you hold in your mind and/or heart. In addition, these affirmations help you to claim your power and establish boundaries in relationships.

Examples:

1. I act with high intention and purposeful awareness.
2. I step into the world to live my mission in every word and action.
3. I demand my good right now.
4. I make every act an act of love (or freedom or mastery or hope, etc.).
5. I am powerful. I am worthy. I am loveable. I am free.

Integrating/Embodying affirmations

The purpose of Integrating and/or Embodying affirmations

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| | <p>is to allow the energy and meaning of the affirmations to merge with your consciousness. Affirmations and ideas that do not resonate drop away. Integrating/Embodying affirmations support us in knowing more deeply -- integrating -- what we have learned rather than introducing new information.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. I integrate trust into every aspect of my life. 2. I breathe love into my job, my body, my relationships. 3. Yes to Life! 4. Today is an opportunity for peace. 5. I breathe in abundance, letting my whole body feel it |
| Duration | Time Required: 60 to 70 minutes. Work only one affirmation at a time during the day. You can choose a different one each day, it is advisable to keep during 21 days the same affirmation. |
| Materials needed | Materials: white sheets and pencils for each participant. Sheets of flip chart paper and markers to write down all affirmations. Instrumental music, incense and/or candles, chairs and yoga mats. |
| Additional information for trainers | Personal reflection is very important. |

4.7 ACTIVE AND POSITIVE CONTEMPLATION

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| Name of Exercise | Active and Positive Contemplation |
| Source | Mindfulness and Yoga |
| Partner | Centre de Estudis Prat |
| Description of Exercise | <p>Objective: to develop awareness of our own achievements and failures and to understand the purpose of many of our attitudes toward certain situations in live (personal and professional)</p> <p>Development: Active contemplation is a very easy exercise</p> |

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| | <p>that can take five minutes a day.</p> <p>1. Instructor will give 5 examples of situations that we can contemplate, and will explain in detail. Take a moment to sit in a quiet place, upright, eyes open, and observe your own breathing. If thoughts come along, acknowledge them gently, and go back to breathing.</p> <p>1. Appreciate the life you have.</p> <p>2. Reflect on your own basic goodness.</p> <p>3. Reflect on the basic goodness of others</p> <p>4. Think about what is really important to you.</p> <p>5. Write your own obituary</p> <p>6. WARNING: If you can't do any of these exercises....</p> <p>1. APPRECIATE THE LIFE YOU HAVE How incredible it is to be born as a human being. We all have this potential. We possess intelligence to see things clearly; we have eyes and ears, and taste and touch, to enjoy beauty around us with the senses. Compared to many others whose lives are less fortunate, how good are the lives we have? How fortunate we have friends and family. When was the last time you thought of your mother with appreciation and warmth?. When was the last time you really and deeply listened to your spouse/partner? .When was the last time you engaged with your children 100 per cent without your mind being somewhere else?. Imagine today was the last day of your life and you only had 24 hours left. What would you do with those 24 hours? Think about what you have and appreciate it instead of thinking of what you do not have and think you still need to make you happy.</p> <p>2. REFLECT ON YOUR OWN BASIC GOODNESS Whether you know it or not, as human beings we all possess basic goodness. This goodness is always there, it has been there from the beginning, and it will be there until the end. This goodness is unconditional. It is not "goodness" as opposed to "badness." It is what is there when we appreciate ourselves, when we respect our human potential, when we are genuine and true to</p> |
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ourselves, and when we make authentic friendship with who we are. Just sit back, sit still, and listen to what's inside. You may glimpse it if you try. It is raw, it is gentle, it is huge, it is the intelligent heart. The human heart. The heart, which suffers when we see our own or someone else's pain.

3. REFLECT ON THE BASIC GOODNESS OF OTHERS

We are so well trained in finding the faults of other people. We are, in general, not so well trained in relating with the sanity and the potential others have. "If only he would not be like this, do this, do that, then"....."I do not like her, because she always"....."I like her, but then she sometimes is a real jerk"....."As much as we are mistrusting of our own basic goodness, we are mistrusting of the basic goodness of others. Reflecting on that goodness takes a big heart. It takes confidence, fearlessness and gentleness. We have to be willing to take a risk. We have to be willing to jump the gun, and do it on the spot. We have to be willing to put our own pettiness away for a moment and open our hearts. Decide about one small thing you want to change today, and see what happens. For instance, offer a friendly greeting to a colleague you normally avoid; keep an open mind when someone you dislike says something; take a moment to appreciate the love of your spouse, partner or a friend; open your eyes and ears sincerely when someone relates a problem. Just a few ideas to get you going.

4. THINK ABOUT WHAT IS REALLY IMPORTANT TO YOU:

Most of the time we just go along with our lives without much thinking and reflecting. We are set in our ways and habits, sometimes good, sometimes not so good. Take a moment now to consider what is **really** important to you. If you are completely happy and content all the time, there is no need to continue with this contemplation. You already have everything you ever wanted right here, right now. If, however, you have some doubts about your own true happiness, then please continue. But be honest with yourself. Don't fool yourself into chasing paper tigers. I mean **REAL HAPPINESS**, not some watered-down version of fun that may last a day or a week. I mean real brilliance, true joy, genuine confidence and no fear. ☐☐ If your assessment reveals you do not have all that, at least not all the time, but you would like to have it, or have more of it, then think about what you are

going to do to get it. **SET YOUR PRIORITIES.** You only have one life to live. If you waste it...what a shame.

5. WRITE YOUR OWN OBITUARY It is worth thinking about how you would like to be remembered by others when you are dead. Obviously, there are always choices to be made in life. "He was a genuine, compassionate person." "She was gentle, tolerant, and tough at the same time. He was honest, courageous, our hero. She was a true friend, a devoted wife, a wonderful mother. What would they say about you? She was miserly, most of the time miserable, and in a bad mood." "He was depressed and a burden to others." "He was selfish, always putting himself first." "She was greedy, scheming, and a fake." You fill in your own worst nightmare then decide which it is going to be. And, then get going. Time may be running out! Here's how to start: Sit down and make a list of all your good qualities, endowments, and possessions (material and non-material, as you like). It helps looking at the list to appreciate who you are. In fact, once you complete the list, you may want to start over again with contemplation exercise number one.

If you can't do any of these exercises, it may be high time to think about changing something in your life. Rest assured, there are things you can do.

1. Know that it is never too late to make changes in your life.
2. Exercise discipline-pursuing things that are worthwhile, instead of wasting time with stuff that could be considered frivolous.
3. Develop a sense of generosity. Generosity is not always about money. It could be anything, time or effort, a bigger heart and tolerance, as well as material things. Whatever you find difficult to give, just start giving it anyhow.
4. Make a decision about how you want to lead the rest of your life. In fact, today IS the first day of the rest of your life. Begin today to be the person you want to be.

II. The instructor asks the participants to discuss in pairs what exercise of contemplation you have undertaken and why, learning's and insights.

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| | Recommendations: 30 participants recommended the use of a living room large enough. |
| Duration | Time Required: 15 to 30 minutes. |
| Materials needed | Materials: instrumental music if you want, some incense or/and candles, chairs or yoga mats. |
| Additional information for trainers | Personal reflection is very important. We are not our results, our failures and successes. Our ego gets identified with our failures and success, to move on in our life we need to get apart from them. |

5. PHASE 4 – MY MISSION

5.1. TARGET IN ONE SENTENCE – DREAMING (TO FOLLOW)

5.2. GROW/ I GROW

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| Name of Exercise | Grow/ I Grow |
| Source (Title of Research guideline) | Women Onto Work |
| Partner | Cre8te Opportunities |
| Description of Exercise | Method assumes that every person is different and has unique skills, qualities, values and ways of viewing the world. It is based on 1-1 person centred life coaching. The method enables participants to explore their own reality, their barriers in both work and life, what resources they can draw on to move them towards their goals and sustain them once they get there. The method is facilitative rather than directive as each person has their own answers and solutions once given the space and encouragement to access them. Coaches will challenge participants where appropriate to stretch their thinking and encourage them |

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| | <p>out of their comfort zones where most of the change will happen.</p> <p>Goal – what is that you want to achieve?</p> <p>Reality – what is the current situation in terms of achieving your goal?</p> <p>Options – what are the different ways that you could go about achieving your goal?</p> <p>What next – what steps do you need to take next to move you towards you goal?</p> <p>I for Identity has been added to this model as a starting point in response to a specific participant group of women facing multiple and complex barriers to work. In many cases participants have been out of the workplace for extended periods and need the space to discover themselves and what they authentically want from their lives.</p> <p>This is a methodology which requires various tools to implement an action plan. This is a framework and different tools can be used to apply it. For example, visualisation, group exercises, examining beliefs etc. It is most useful for moving the participant on from reflection on current situation towards action to make changes happen.</p> |
| Duration | This is a lengthy process requiring rapport to be built up over a few weeks (4-5) in several sessions (depends on the person). |
| Materials needed | Quiet space and peaceful environment and accessing toolkit as described above. |
| Additional information for trainers | This is a framework within which coaching skills are essential to building a rapport and trusting relationship with the participant. Keep trainers' value base separate. |

5.3. WHERE DO I WANT TO GO

| Name of Exercise | Key Competences Guide / Where do I want to go | | | | | | | | | | |
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| Source (Title of Research guideline) | SAPE Project | | | | | | | | | | |
| Partner | IAFE – Instituto da Empresa | | | | | | | | | | |
| Description of Exercise | <p>This is a 12 steps process :</p> <table border="1"> <thead> <tr> <th>Objectives</th><th>Steps of the Key Competences guide</th></tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> - Welcome and information - Expectations and objectives identification </td><td> <ul style="list-style-type: none"> - The commitment - Participant form </td></tr> <tr> <td> <ul style="list-style-type: none"> - Reflection about important experiences of life seen by a biographic point of view on life - Identification of ways of learning - Gather of evidences of competences and knowledge achieved in life </td><td> <ul style="list-style-type: none"> - One day in my life - My picture - My learning in life map - Self-Diagnose both personal and professional - My network </td></tr> <tr> <td> <ul style="list-style-type: none"> - Evidences analysis and potential on using acquired knowledge - Competences analysis and internal and external resources analysis </td><td> <ul style="list-style-type: none"> - Who am I - Where do I want to go - In 7 years </td></tr> <tr> <td> <ul style="list-style-type: none"> - Collection and analysis on the trainees competences - Negotiation of the Life Project </td><td> <ul style="list-style-type: none"> - My Life chart - Synthesis document of the Key Competences Guide – My Life Project </td></tr> </tbody> </table> <p>At first the trainee is asked to reflect on his dreams, projects and objectives, both in personal and professional life as well as in his relation with the others.</p> <p>After that the trainee is invited to reflect on what he has to do to achieve them</p> | Objectives | Steps of the Key Competences guide | <ul style="list-style-type: none"> - Welcome and information - Expectations and objectives identification | <ul style="list-style-type: none"> - The commitment - Participant form | <ul style="list-style-type: none"> - Reflection about important experiences of life seen by a biographic point of view on life - Identification of ways of learning - Gather of evidences of competences and knowledge achieved in life | <ul style="list-style-type: none"> - One day in my life - My picture - My learning in life map - Self-Diagnose both personal and professional - My network | <ul style="list-style-type: none"> - Evidences analysis and potential on using acquired knowledge - Competences analysis and internal and external resources analysis | <ul style="list-style-type: none"> - Who am I - Where do I want to go - In 7 years | <ul style="list-style-type: none"> - Collection and analysis on the trainees competences - Negotiation of the Life Project | <ul style="list-style-type: none"> - My Life chart - Synthesis document of the Key Competences Guide – My Life Project |
| Objectives | Steps of the Key Competences guide | | | | | | | | | | |
| <ul style="list-style-type: none"> - Welcome and information - Expectations and objectives identification | <ul style="list-style-type: none"> - The commitment - Participant form | | | | | | | | | | |
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| <ul style="list-style-type: none"> - Evidences analysis and potential on using acquired knowledge - Competences analysis and internal and external resources analysis | <ul style="list-style-type: none"> - Who am I - Where do I want to go - In 7 years | | | | | | | | | | |
| <ul style="list-style-type: none"> - Collection and analysis on the trainees competences - Negotiation of the Life Project | <ul style="list-style-type: none"> - My Life chart - Synthesis document of the Key Competences Guide – My Life Project | | | | | | | | | | |
| Duration | 30 min | | | | | | | | | | |
| Materials needed | Paper and pen | | | | | | | | | | |
| Additional information for trainers | | | | | | | | | | | |

| | Dreams and objectives | What I need to do to achieve them |
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| On my personal life | | |
| On my professional life | | |
| On my relation to the others | | |

5.4. GOAL SETTING

5.4.1. SMART – DREAMING (TO FOLLOW)

5.4.2.COACH YOURSELF

| Name of Exercise | GOALS |
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| Source (Title of Research guideline) | COACH TO YOURSELF |
| Partner | TURKEY |
| Description of Exercise | <p>Goal setting involves establishing specific, measurable, achievable, realistic and time-targeted (S.M.A.R.T) goals. Work on the theory of goal-setting suggests that an effective tool for making progress is to ensure that participants in a group with a common goal are clearly aware of what is expected from them On a personal level, setting goals helps people work towards their own objectives—most commonly with financial or career-based goals. Goal setting features as a major component of personal development literature.</p> <p>Goal setting is the opposite of floating through life letting things happen to you. If you don't know what you want to achieve, be and succeed at in life, then you risk being open to doing whatever others suggest. Setting goals requires you to make a decision about what you actually want. Striving for those goals lets you achieve your known desires. And goal setting requires setting a deadline, so that you don't waste precious time.</p> <p>Get clear about what you want by asking a series of questions. Ask yourself:</p> <ul style="list-style-type: none"> • What do I know about this? • What information do I have? • What information do I need? Where can I get it? • What skills do I need to master? • What other resources should I use? |

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| | <ul style="list-style-type: none"> Is this the best way to do it, or is there some other way? |
| Duration | 30 minutes – 1 hour |
| Materials needed | Paper, pen, board |
| Additional information for trainers | |

5.4.3. IN 7 YEARS

| Name of Exercise | Key Competences Guide / In 7 Years | | | | | | | | | | |
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| Source (Title of Research guideline) | SAPE Project | | | | | | | | | | |
| Partner | IAFE – Instituto da Empresa | | | | | | | | | | |
| Description of Exercise | <p>This is a 12 steps process :</p> <table border="1"> <thead> <tr> <th>Objectives</th><th>Steps of the Key Competences guide</th></tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> Welcome and information Expectations and objectives identification </td><td> <ul style="list-style-type: none"> The commitment Participant form </td></tr> <tr> <td> <ul style="list-style-type: none"> Reflection about important experiences of life seen by a biographic point of view on life Identification of ways of learning Gather of evidences of competences and knowledge achieved in life </td><td> <ul style="list-style-type: none"> One day in my life My picture My learning in life map Self-Diagnose both personal and professional My network </td></tr> <tr> <td> <ul style="list-style-type: none"> Evidences analysis and potential on using acquired knowledge Competences analysis and internal and external resources analysis </td><td> <ul style="list-style-type: none"> Who am I Where do I want to go In 7 years </td></tr> <tr> <td> <ul style="list-style-type: none"> Collection and analysis on the trainees competences Negotiation of the Life Project </td><td> <ul style="list-style-type: none"> My Life chart Synthesis document of the Key Competences Guide – My Life Project </td></tr> </tbody> </table> <p>The trainee is asked to imagine himself within 7 years achieving the professional success he wanted.</p> <p>Assuming this, the trainee is asked to reflect and describe</p> | Objectives | Steps of the Key Competences guide | <ul style="list-style-type: none"> Welcome and information Expectations and objectives identification | <ul style="list-style-type: none"> The commitment Participant form | <ul style="list-style-type: none"> Reflection about important experiences of life seen by a biographic point of view on life Identification of ways of learning Gather of evidences of competences and knowledge achieved in life | <ul style="list-style-type: none"> One day in my life My picture My learning in life map Self-Diagnose both personal and professional My network | <ul style="list-style-type: none"> Evidences analysis and potential on using acquired knowledge Competences analysis and internal and external resources analysis | <ul style="list-style-type: none"> Who am I Where do I want to go In 7 years | <ul style="list-style-type: none"> Collection and analysis on the trainees competences Negotiation of the Life Project | <ul style="list-style-type: none"> My Life chart Synthesis document of the Key Competences Guide – My Life Project |
| Objectives | Steps of the Key Competences guide | | | | | | | | | | |
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| | his daily life. The trainee must also identify the factors which contributed to his professional success. |
| Duration | 60 - 120 min |
| Materials needed | Paper and pen |
| Additional information for trainers | The objective is to promote a moment of reflexion about the trainee's future regarding his dreams, projects and objectives |

IN 7 YEARS

Imagine you have 7 more years...and you achieved professional success!

- Describe your **Professional Life** (as detailed as possible)

- Describe your **daily life** (your daily tasks during one week)

- Describe your **spare time** (weekends and holidays)

Which were the factors that allowed your professional project to be successful?

| | Yes No | |
|-------------------------|----------------|--------------------------------|
| Your personal qualities | _____ _____ | Which? _____ _____ _____ |
| Luck | _____ _____ | Why? _____ _____ _____ |
| Social environment | _____ _____ | Why? _____ _____ _____ |
| Dedication to work | _____ _____ | How? _____ _____ _____ |
| Technical competences | _____ _____ | Which? _____ _____ _____ |

From the factors mentioned above identify which is/are those you consider the most important for the success achievement e justify why:

5.5. BACK PACK (DRAWING RESOURCES) – DREAMING (TO FOLLOW)

5.6. POSITIVE REFRAMING

| Name of Exercise | Positive Reframing |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Source (Title of Research guideline) | Women Onto Work |
| Partner | Cre8te Opportunities |
| Description of Exercise | <p>It is a tool to be used in conjunction with other techniques such as Wheel of Life. It helps support a positive but realistic approach to difficulties identified. It has a practical result of dealing with negative or challenging issues raised in the process.</p> <p>People working in pairs where one person expresses a negative situation/statement and the other person positively reframes it.</p> <p>It addresses the following questions:</p> <ul style="list-style-type: none"> • How do you interpret these events? • Do you jump to conclusions? • Do you escalate the event and blow it out of proportion? • What's the internal dialogue that runs through your mind as to why this has happened to you? • Given these beliefs, what have been the consequences of your actions? • How many relationships have been affected by your beliefs and subsequent actions? <p>Simple suggestions are used to start the process:</p> <ul style="list-style-type: none"> • A friend has not returned a phone call • Someone has cut you off on the road • Your boss has criticised you |

| | |
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| | <p>The participant is taken through what they think and the consequences. They are then challenged to present a positive and optimistic response instead. They are then taking ownership of their response.</p> <p>The next step is to apply this positive reframing technique to recognise negative behaviour in other aspects of life identified in Wheel of Life or Scoring Matrix exercises and challenge them.</p> |
| Duration | Short exercise is short – possibly 30 minutes |
| Materials needed | See matrix below |
| Additional information for trainers | <p>Try to be objective when doing this exercise. In the “what happened” column, record your description of what happened, not your evaluation of it. Avoid inferences and accusations—just the facts.</p> <p>In the belief column, make sure you separate thoughts from feelings (feelings go under consequences or actions). “I just blew that exam” is a belief—its accuracy can be evaluated. “I feel sad” however, expresses a feeling. It doesn’t make sense to question the accuracy of “I feel sad”—if you’re sad, you’re sad.</p> |

| Reframing Matrix | | | |
|-----------------------------------------|------------------------------|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| Reframing | What happened | Here’s what you think | Consequences: Feelings and actions taken |
| This reaction was negative | Your boss has criticised you | <p>How dare she/he.</p> <p>They hate me.</p> <p>They don’t recognise my contribution.</p> | <p>I feel angry.</p> <p>I feel insecure.</p> <p>I don’t have any confidence.</p> <p>My work will get worse as a result.</p> |
| This reaction is reframed as a positive | | <p>Was the criticism justified?</p> <p>Was it meant to be positive by pointing out what I was</p> | <p>I feel I want to improve my work.</p> <p>I feel challenged to do my best.</p> |

| | | | |
|--|--|--------------------------------------|--------------------------------|
| | | getting wrong? How can I improve? | I am going to improve my work. |
|--|--|--------------------------------------|--------------------------------|

5.7. MY SUPPORTERS

5.7.1. MY FAMILY

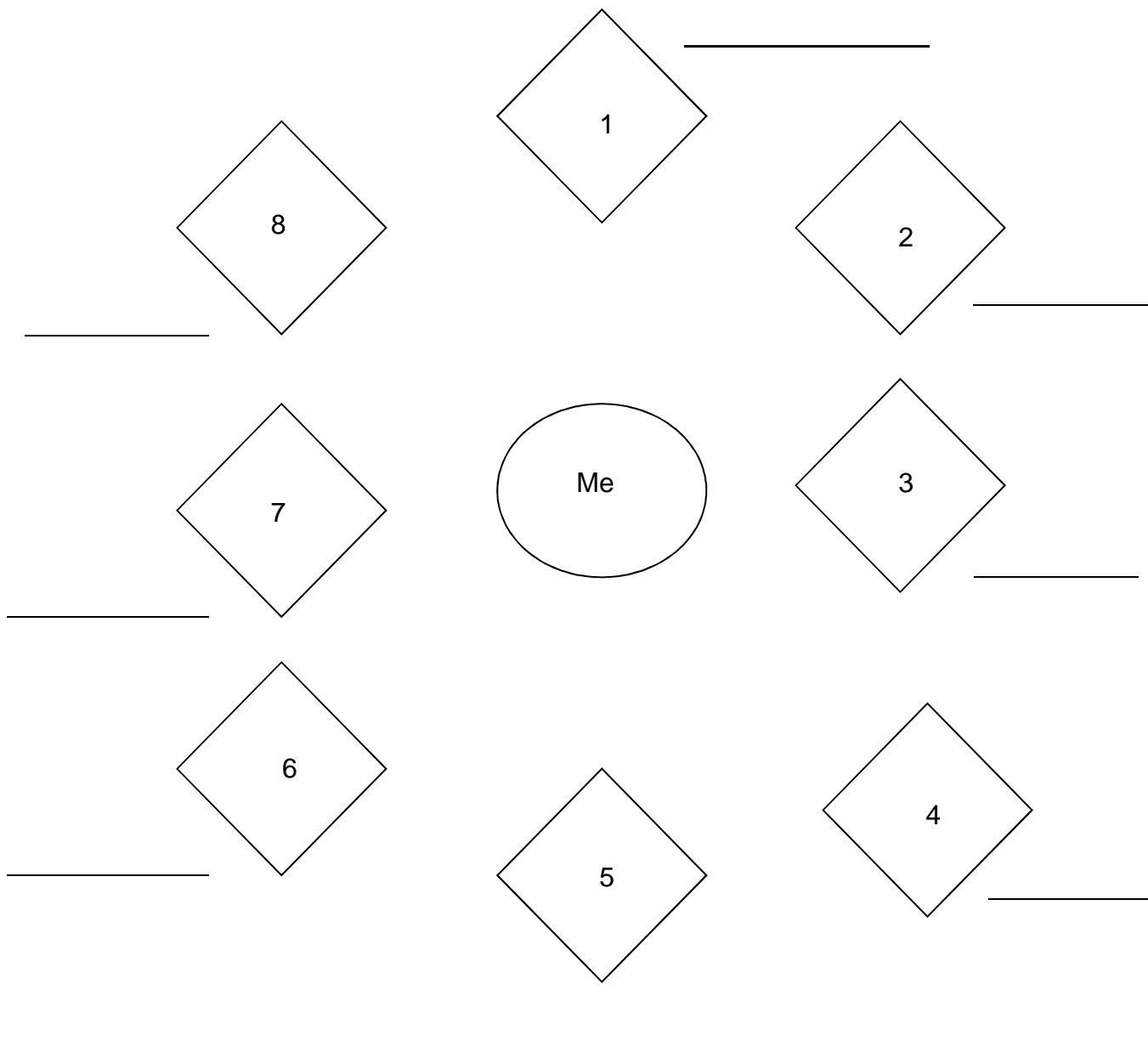
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|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Name of Exercise | FAMILY |
| Source (Title of Research guideline) | COACH TO YOURSELF |
| Partner | TURKEY |
| Description of Exercise | Make the pictures of the family and make the poster of this family (put them all on the sheet of the paper) and write in which way which family member support you |
| Duration | 30 minutes – 1 hour |
| Materials needed | Pictures of the family |
| Additional information for trainers | |

5.7.2. MY NETWORK

| | |
|--------------------------------------|------------------------------------|
| Name of Exercise | Key Competences Guide / My network |
| Source (Title of Research guideline) | SAPE Project |
| Partner | IAFE – Instituto da Empresa |
| Description of Exercise | This is a 12 steps process : |

| | Objectives | Steps of the Key Competences guide |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> - Welcome and information - Expectations and objectives identification | <ul style="list-style-type: none"> - The commitment - Participant form |
| | <ul style="list-style-type: none"> - Reflection about important experiences of life seen by a biographic point of view on life - Identification of ways of learning - Gather of evidences of competences and knowledge achieved in life | <ul style="list-style-type: none"> - One day in my life - My picture - My learning in life map - Self-Diagnose both personal and professional - My network |
| | <ul style="list-style-type: none"> - Evidences analysis and potential on using acquired knowledge - Competences analysis and internal and external resources analysis | <ul style="list-style-type: none"> - Who am I - Where do I want to go - In 7 years |
| | <ul style="list-style-type: none"> - Collection and analysis on the trainees competences - Negotiation of the Life Project | <ul style="list-style-type: none"> - My Life chart - Synthesis document of the Key Competences Guide – My Life Project |
| | <p>With this document the trainee is asked to identify the people to whom they are associated most often and the knowledge acquired from them as well as the knowledge provided to them.</p> | |
| Duration | 30 min | |
| Materials needed | Paper and pen | |
| Additional information for trainers | | |

My Network



5.8. MY LIFE CHART

| Name of Exercise | Key Competences Guide / My Life Chart | | | | | | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| Source (Title of Research guideline) | SAPE Project | | | | | | | | | | |
| Partner | IAFE – Instituto da Empresa | | | | | | | | | | |
| Description of Exercise | <p>This is a 12 steps process :</p> <table border="1"> <thead> <tr> <th>Objectives</th><th>Steps of the Key Competences guide</th></tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> - Welcome and information - Expectations and objectives identification </td><td> <ul style="list-style-type: none"> - The commitment - Participant form </td></tr> <tr> <td> <ul style="list-style-type: none"> - Reflection about important experiences of life seen by a biographic point of view on life - Identification of ways of learning - Gather of evidences of competences and knowledge achieved in life </td><td> <ul style="list-style-type: none"> - One day in my life - My picture - My learning in life map - Self-Diagnose both personal and professional - My network </td></tr> <tr> <td> <ul style="list-style-type: none"> - Evidences analysis and potential on using acquired knowledge - Competences analysis and internal and external resources analysis </td><td> <ul style="list-style-type: none"> - Who am I - Where do I want to go - In 7 years </td></tr> <tr> <td> <ul style="list-style-type: none"> - Collection and analysis on the trainees competences - Negotiation of the Life Project </td><td> <ul style="list-style-type: none"> - My Life chart - Synthesis document of the Key Competences Guide – My Life Project </td></tr> </tbody> </table> <p>The trainee is invited to fill the chart by evaluating is satisfaction in personal life, relationships and experiences.</p> | Objectives | Steps of the Key Competences guide | <ul style="list-style-type: none"> - Welcome and information - Expectations and objectives identification | <ul style="list-style-type: none"> - The commitment - Participant form | <ul style="list-style-type: none"> - Reflection about important experiences of life seen by a biographic point of view on life - Identification of ways of learning - Gather of evidences of competences and knowledge achieved in life | <ul style="list-style-type: none"> - One day in my life - My picture - My learning in life map - Self-Diagnose both personal and professional - My network | <ul style="list-style-type: none"> - Evidences analysis and potential on using acquired knowledge - Competences analysis and internal and external resources analysis | <ul style="list-style-type: none"> - Who am I - Where do I want to go - In 7 years | <ul style="list-style-type: none"> - Collection and analysis on the trainees competences - Negotiation of the Life Project | <ul style="list-style-type: none"> - My Life chart - Synthesis document of the Key Competences Guide – My Life Project |
| Objectives | Steps of the Key Competences guide | | | | | | | | | | |
| <ul style="list-style-type: none"> - Welcome and information - Expectations and objectives identification | <ul style="list-style-type: none"> - The commitment - Participant form | | | | | | | | | | |
| <ul style="list-style-type: none"> - Reflection about important experiences of life seen by a biographic point of view on life - Identification of ways of learning - Gather of evidences of competences and knowledge achieved in life | <ul style="list-style-type: none"> - One day in my life - My picture - My learning in life map - Self-Diagnose both personal and professional - My network | | | | | | | | | | |
| <ul style="list-style-type: none"> - Evidences analysis and potential on using acquired knowledge - Competences analysis and internal and external resources analysis | <ul style="list-style-type: none"> - Who am I - Where do I want to go - In 7 years | | | | | | | | | | |
| <ul style="list-style-type: none"> - Collection and analysis on the trainees competences - Negotiation of the Life Project | <ul style="list-style-type: none"> - My Life chart - Synthesis document of the Key Competences Guide – My Life Project | | | | | | | | | | |
| Duration | 30 min | | | | | | | | | | |
| Materials needed | Paper and pen | | | | | | | | | | |
| Additional information for trainers | A flash-back will induce a detailed record about what, through life was done or should have been done as well as a perspective for the future | | | | | | | | | | |

5.9. MY LIFE – SYNTHESIS

| Name of Exercise | Key Competences Guide / Synthesis document – My Life Project | | | | | | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| Source (Title of Research guideline) | SAPE Project | | | | | | | | | | |
| Partner | IAFE – Instituto da Empresa | | | | | | | | | | |
| Description of Exercise | <p>This is a 12 steps process :</p> <table border="1"> <thead> <tr> <th>Objectives</th><th>Steps of the Key Competences guide</th></tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> - Welcome and information - Expectations and objectives identification </td><td> <ul style="list-style-type: none"> - The commitment - Participant form </td></tr> <tr> <td> <ul style="list-style-type: none"> - Reflection about important experiences of life seen by a biographic point of view on life - Identification of ways of learning - Gather of evidences of competences and knowledge achieved in life </td><td> <ul style="list-style-type: none"> - One day in my life - My picture - My learning in life map - Self-Diagnose both personal and professional - My network </td></tr> <tr> <td> <ul style="list-style-type: none"> - Evidences analysis and potential on using acquired knowledge - Competences analysis and internal and external resources analysis </td><td> <ul style="list-style-type: none"> - Who am I - Where do I want to go - In 7 years </td></tr> <tr> <td> <ul style="list-style-type: none"> - Collection and analysis on the trainees competences - Negotiation of the Life Project </td><td> <ul style="list-style-type: none"> - My Life chart - Synthesis document of the Key Competences Guide – My Life Project </td></tr> </tbody> </table> <p>Finally, a synthesis document is elaborated by the coach to resume all the steps and, together with the trainee a Life Project is determined with the trainee commitment.</p> | Objectives | Steps of the Key Competences guide | <ul style="list-style-type: none"> - Welcome and information - Expectations and objectives identification | <ul style="list-style-type: none"> - The commitment - Participant form | <ul style="list-style-type: none"> - Reflection about important experiences of life seen by a biographic point of view on life - Identification of ways of learning - Gather of evidences of competences and knowledge achieved in life | <ul style="list-style-type: none"> - One day in my life - My picture - My learning in life map - Self-Diagnose both personal and professional - My network | <ul style="list-style-type: none"> - Evidences analysis and potential on using acquired knowledge - Competences analysis and internal and external resources analysis | <ul style="list-style-type: none"> - Who am I - Where do I want to go - In 7 years | <ul style="list-style-type: none"> - Collection and analysis on the trainees competences - Negotiation of the Life Project | <ul style="list-style-type: none"> - My Life chart - Synthesis document of the Key Competences Guide – My Life Project |
| Objectives | Steps of the Key Competences guide | | | | | | | | | | |
| <ul style="list-style-type: none"> - Welcome and information - Expectations and objectives identification | <ul style="list-style-type: none"> - The commitment - Participant form | | | | | | | | | | |
| <ul style="list-style-type: none"> - Reflection about important experiences of life seen by a biographic point of view on life - Identification of ways of learning - Gather of evidences of competences and knowledge achieved in life | <ul style="list-style-type: none"> - One day in my life - My picture - My learning in life map - Self-Diagnose both personal and professional - My network | | | | | | | | | | |
| <ul style="list-style-type: none"> - Evidences analysis and potential on using acquired knowledge - Competences analysis and internal and external resources analysis | <ul style="list-style-type: none"> - Who am I - Where do I want to go - In 7 years | | | | | | | | | | |
| <ul style="list-style-type: none"> - Collection and analysis on the trainees competences - Negotiation of the Life Project | <ul style="list-style-type: none"> - My Life chart - Synthesis document of the Key Competences Guide – My Life Project | | | | | | | | | | |
| Duration | 60 min | | | | | | | | | | |
| Materials needed | Paper and pen | | | | | | | | | | |
| Additional information for trainers | | | | | | | | | | | |

5.10. ACTION PLAN

5.10.1. TOP QUESTIONS

| | |
|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Name of Exercise | Step action plan - IAFE "Top Questions" |
| Source (Title of Resarch guildeline) | Book "Top Question", by Maggie João |
| Partner | IAFE – Instituto da Empresa |
| Descripti on of Exercise | <p>The trainee is asked to reflect on his unsatisfying current professional life. His objective is to improve it.</p> <p>Although aware of his abilities nothing has been done to change but, now, he knows what it takes and is willing to make the first step forward.</p> <p>The trainee is asked to draw a 5 steps plan to achieve the objective.</p> |
| Duration | 30 minutos |
| Materials needed | Paper and pen |
| Additional informatio n for trainers | The trainee must be oriented through his thoughts in order to write a document on which he can commit |

5.10.2. ACTION PLAN – DREAMING (TO FOLLOW)

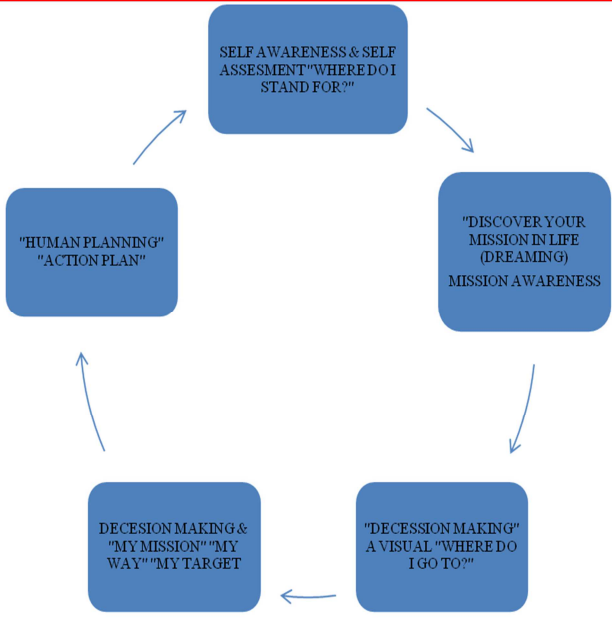
5.10.3. ACTION PLAN/REVIEW PROCESS

| Name of Exercise | Review Process |
|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Source (Title of Research guideline) | Edinburgh Cyrenians |
| Partner | Cre8te Opportunities |
| Description of Exercise | <p>This is part of the process at the end of the sessions. A baseline/benchmark is taken at the beginning of the sessions. This is then updated at regular periods and compared to the previous in order to measure the distance travelled.</p> <p>By addressing all areas of their lives, communication is opened up enabling an honest and supportive relationship between counsellor and individual. The individual can then set their own goals and prioritise them.</p> <p>They look at what has changed, how did the changes happen and what they want to happen next. This can be an on-going process with no end date set. Time-bound goals are not useful and in fact can be negative.</p> |
| Duration | Throughout the coaching process. |
| Materials needed | Conversation based. |
| Additional information for trainers | <p>Time-bound goals are not useful and in fact can be negative.</p> <p>On a 1-1 basis.</p> <p>Vital that the participant takes ownership of the process and nothing is imposed. They need to come to their own conclusions.</p> |

| Outcomes Matrix | | | |
|--------------------------------------------------------------------|-------|------------------------------------------|-------|
| Support area | Score | Support Area | Score |
| Employment, training and learning | | Physical health | |
| Engagement in leisure, community based activities and volunteering | | Mental/emotional well being | |
| Legal Matters | | Substance dependency | |
| Money Management | | Friends, family, partners and neighbours | |
| Housing | | Abusive relationships | |
| Able to live in comfort | | | |

5.11. CAREER DEVELOPMENT CYCLE

| | |
|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Name of Exercise | CAREER DEVELOPMENT CYCLE |
| Source (Title of Research guideline) | COACH YOURSELF TO SUCCESS |
| Partner | TURKEY |
| Description of Exercise | <p>Show the mission (career) development cycle on the PPT.</p> <p>The steps:</p> <ul style="list-style-type: none"> - I found my mission in life - I explored the mission development cycle <p>SHOW THE PICTURE IN PPT</p> <p>And ask</p> <ul style="list-style-type: none"> - IS MY MISSION DEVELOPMENT CYCLE COMPLETED? |

| | |
|-------------------------------------|------------------------------------------------------------------------------------|
| |  |
| Duration | 30 minutes – 1 hour |
| Materials needed | PPT |
| Additional information for trainers | |

5.12. CAREER MONITOR – FOLLOW UP

| | |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Name of Exercise | Career Monitoring |
| Source (Title of Research guideline) | Career Shift – How to plan and develop a successful career (Wright, 1992) |
| Partner | PCT –NL |
| Description of Exercise | <p>Finding your mission in life is a continuous process. It should be updated from time to time. This exercise urges you take a specific moment and reconsider your mission in life, using the exercises done before.</p> <p>Mark a moment in your agenda every year. Suitable moments, for example, are in January or in September, as these are months after a break in either winter or summer.</p> |

| | |
|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>Think about your (working) life and the state of your career. Ask yourself questions similar to the ones below:</p> <ul style="list-style-type: none"> -Do you feel happy about your job? -Do you get energy from your job? -Do you feel satisfied after a day at work? -What are the elements you like? What are the elements that you dislike? <p>If you find that you are not satisfied with your job, consider redoing the trajectory in these guidelines in order to find your true mission in life.</p> |
| Duration | ±30 minutes |
| Materials needed | none |
| Additional information for trainers | |

6. RESEARCH CASES

6.1. COMPARISON

| | What is meant by "finding your mission in life" |
|------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CEP | Through this journey, the trainer coaches and accompanies the trainee through a personal journey in finding his/her mission in life, where everything, negative and positive experiences add to the process of finding the real "mission to life". Moving from doing a job to earn money to doing something meaning in life and also earning money for it. Changing the perspective and putting your natural talents, passions and skills to work together to "life your mission in life". May be this for some people implies changing a job, for others could mean doing the same from a different perspective, a more profound one. Also finding the niches in the market to find areas where this unemployed professional can find a way to render services. An important part of this process is to reinvent yourself workwise if needed. For example finding niches in our digital economy to render your services or acquiring new ones to create a sound business plan that together with your mission in life creates a powerful change in your life. |
| Cre8te – Women Onto Work | We encourage women to explore their values, skills, qualities and experiences and to draw on what they learn about themselves in terms of working towards a fulfilling outcome. Working in the Employability sector we are very aware that sustaining a job is the hardest part. Where an individual is badly matched to a post if the attitude was 'better any job than none' they are far less likely to stay in post or worse, stay and lose confidence in themselves and any aspiration they may have had. We also pride ourselves on being realistic and will provide information on the various industries, likelihood of employment – where there are areas of growth – and what progression routes there are. |
| Cre8te - Cyrenians | Cyrenians take a practical, holistic approach to working with their clients, who are often excluded from society. Rather than purely trying to find any job for them, they aim to support the person to reflect on themselves and their lives before planning what they want to change. |
| D.Kommer | In this method you figure out your dreams – all you want to do if there would be no limits. This gives you an insight to your mission in life. Ones mission in life comes from the bottom of the heart. Often it already exists but is covered by censors of the unconsciousness. The awareness of what you are combined with the secure feeling that you already achieved a lot minimizes the censors and gives the chance to set what your mission is. The mission in life is the overall target what you are dedicated to. It can be from helping seniors to discover some new things - a wide range of possibilities. It can have a creative aspect as well as many others like motivating other people etc. It always is something that gives you the feeling of completeness and enables you to get your "energy" (your personal strength and power) out of it. The function of <our mission in life (Work or work-life-balance) will be clear to you and all options will be taken under consideration during coaching sessions. |
| IAFE – SAPE | Although the method does not specify the "discover of the mission in life" the path in which the target group is guided aims to trace a Life Project. The process involves the awareness that faith is in their hands, considering the pre-existing experiences (point of departure) and leading towards the discovery of which changes should be implemented to achieve the objectives traced. Finding mission in life is, in this case, the awareness, throughout the supported reflection, of who he is, what he wants and can achieve, and what can/must do to succeed. |
| IAFE – "Top Question – Powerful questions used by top managers and coaches in Portugal" | Finding the mission in life is not a specific objective of the presented method. Nevertheless the "powerful questions" method is about discovering who we are and what we are capable of, and working these new knowledge and abilities to achieve the outlined objectives. Finding mission in life means stop where we are right now, become aware of whom we were and are, what we are capable of achieving and what distracts us from our path, so we can have a better future. |
| PCT - Career Shift | -Whatever your issues are, you can find a positive solution if you a prepared to take control. -Until you know what you are capable of, you cannot make valid choices, market yourself or negotiate to achieve what you want. -Until you know yourself, you cannot possibly make decisions about the best courses for you to follow and achieve results. |
| PCT – "Nooit meer werken" (Never work again) | 'Finding your mission in life' is considered to be similar to developing passion for your job (or for any other activity). Passion, in its turn, is linked to perfection. A client is able to develop (instead of discovering) passion by achieving perfection in his job or in other activities. In order to attain this, it is essential that the client's job matches his personality and skills. |
| PCT - "Ondernemen in de levensloop" (Entrepreneurship in the course of life) | Clients are considered to be unaware of their true intentions and plans for the future. By expressing themselves in a emotional and artistic way, clients are thought to concretize these implicit ambitions. The method then strives to fulfill these explicitly formulated goals. 'Finding your mission in life' is considered to be a recurring necessity, in which clients repeatably strive to fulfill their formulated intentions |

| | |
|----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Soke Government – Doctor of Carrer | In this book “finding a mission of life” means not only finding an appropriate job, but also have got a happy and peaceful mind as well. However the book focuses on mainly career counseling. |
| Soke Government – Coach Yourself to Success | In this book, the mission in life can be summarised like that: Your work or career is only one element in an ideal life. The first step is to design an ideal life and then create or find the career that supports that life. You may need to swap a lifestyle for a life. |

| | METHOD PHASES – Basic Assumptions |
|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CEP | Having a detailed and individual program, that can also be guided in groups from experience, using the experiential learning model, used in organizations and adult education approaches. Trainers need to have experience in this type of learning and they must have had gone through a similar inner personal development journey. Therefore learning by doing and learning from experience is pivotal to trainers. Avoiding theory is critical. |
| Cre8te – Women Onto Work | That every person is different and has unique skills, qualities, values and ways of filtering the world. The method enables clients to explore their own reality, their barriers in both work and life, what resources they can draw on to move them towards their goals and sustain them once they get there. The method is facilitative rather than directive as we firmly believe that each person has their own answers and solutions once given the space and encouragement to access them. Coaches will challenge clients where appropriate to stretch their thinking and encourage them out of their comfort zones where most of the change will happen. |
| Cre8te - Cyrenians | Methods used are holistic, client-led to identify both barriers and opportunities to realise personal goals. Trainers receive training in the interpersonal elements of building 1:1 relationships within recognised professional boundaries. They will develop effective 1:1 relationship with the client. This is captured in the Key Worker Practice Model (see below). Core Values of acceptance, respect and tolerance with practical, day to day ways of working with people facing challenges in their lives. |
| D. Kommer | If you are aware of all your achievements in life, all the experience you gained, all the education and training you have, all the things happened that shaped and formed you, you are fully aware of what you are. With this awareness in mind you will be invited to allow yourself to dream. Dreaming about what you would like to do in life without having limits and without taking possible existing limitations under consideration. This step sets your mind free to open up to new ways. Your dream is part of your mission. Based on that you can create a vision that shows your mission in life. Based on your vision you can nominate a target to achieve and plan your career in steps- no matter if your mission in life is for work or for work-life-balance. |
| IAFE – SAPE | The skills acquired by workers in a formal way and specially those acquired through life, most of the times in an informal way, rapidly become obsolete making essential the development of new skills, in a technological or organizational level, dictated by economical and organizational development. Requalification, mostly for those with low skills and qualifications, is the key to enable the full integration in a work market in constant evolution. The main focus of the method is the improvement of the Empowerment on the unemployed, through the responsabilization and promotion of autonomy, assuming that it is up to each one to face the problem and find the way and the path towards employment. This approach is based on the assumption that there is no change of attitude and behaviour in an effective way and, above all, in a long lasting way, without motivation, commitment and effort of the unemployed in the process of change in wich he will be guided |
| IAFE – “Top Question – Powerful questions used by top managers and coaches in Portugal” | <ul style="list-style-type: none"> - Having multiple priorities simultaneously is equivalent to having none; - There is no unique question to a given situation; - The querist must have the sensibility to understand what can and should ask, and how to it, so the process can contribute to the development of the respondent; - The querist should not express any opinion, or somehow influence the response, but rather guide the respondent; - Whether the question itself or how it is placed inevitably have a personal mark from the querist. |
| PCT - Career Shift | Career management is a process, which can be expected to take a long time |
| PCT – “Nooit meer werken” (Never work again) | One assumption of the method is that passion for a job or activity can be developed instead of discovered. This is described as 'want whatever you can' instead of the more conventional 'do whatever you want'. Another assumption is that mission in life is similar to passion. A final assumption is that clients are not necessarily motivated by money. This limits the applicability of the method to countries in which a basic income is guaranteed by the government. |
| PCT - "Ondernemen in de levensloop" (Entrepreneurship in the course of life) | One assumption is that one's emotion and intuition suitable for deciding on goals and scenarios. The book focusses on explicitly formulating these emotions and trusting one's feelings as advisor. A second assumption is that persons are able to determine their own career to a great extent. That is, choices for a future job do not take factors as job availability or change in salary into account. Clients are taught to solely trust their emotions in finding their mission in life. |
| Soke Government – Doctor of Carrer | Each person has got unique cognitive preferences and awaring of this helps people to get know themselves. First discover yourself – Clarify the SWOT – According to your SWOT set up your |

| | |
|----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | aims/objectives/goals/targets in your life – Focus on the activities towards your target – When you reach your target, to set up a new target. |
| Soke Government – Coach Yourself to Success | The 7 Steps: 1) Perfect the Present 2) Identify Your Personal Requirements 3) Design Your Ideal Life 4) Identify Your Natural Talents and Abilities 5) Identify Your Passions and Values 6) Create Your Career Profile and Life Plan 7) Making the Transition Smoothly |

| | METHOD PHASES – Aims |
|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CEP | To identify from the personal experience and start a journey of self development and inner change to discover an inner “Mission in life” that fulfils the person, taking into account talents, positive past experienced skills, motivations, passions and true mission. This is a journey from money to meaning, from making a living to real and meaning living |
| Cre8te – Women Onto Work | <ul style="list-style-type: none"> - To enable women to have a clear and positive sense of self - To facilitate our clients to identify their high dreams and short to mid term goals - To support women to set clear and achievable goals - To empower women to accept themselves, recognise their strengths and growth areas and build resilience to sustain their outcomes |
| Cre8te - Cyrenians | <p>Key Worker Practice Model</p> <ul style="list-style-type: none"> - Our attitude. We treat people with the respect of equals (adult to adult). We respond to the whole person rather than just the evident problems. - Our style. We work with people, preferring where possible to work ‘at the shoulder’ rather than from the other side of a desk. We want to create independence, not dependency. - Our practice. We are flexible, tolerant and understanding. We are tenacious in the offer of help and, if we are can't help we will guide people to those who can. |
| D. Kommer | By working out the full awareness of what you are and what you have achieved in life you can see and feel all you are. This gives people a secure feeling that allows to dream. Dreaming is a way to discover one's mission in life. |
| IAFE – SAPE | The Project aimed to change attitudes, behaviors, competences and ways of facing life with the main objective of successfully reintegrate those who wanted to be a part of the project |
| IAFE – “Top Question – Powerful questions used by top managers and coaches in Portugal” | The aim of this method is to lead the respondent to search in the inside for the answers and the capabilities to overcome the obstacles and progress, in a successful way, towards the life objectives. One must find himself to find his way. |
| PCT - Career Shift | <ul style="list-style-type: none"> -Understand personal skills -Set personal career goals -Strive to attain these goals |
| PCT – “Nooit meer werken” (Never work again) | <ul style="list-style-type: none"> -Identify current hygiene factors -Discover the extent to which the 5 talents are present -Discover current intrinsic motivation -Match talents with intrinsic motivators -Nurture passion by mastering job or activity of choice. |
| PCT - "Ondernemen in de levensloop" (Entrepreneurship in the course of life) | <ul style="list-style-type: none"> -To teach the client to trust his or her emotions in the process of finding your mission in life -To urge the client to reconsider his mission in life from time to time -To teach the reader required trainer skills. Since the method is to be completed in small groups without professional help, readers can apply these skills during their own 'finding your mission in life' process -To teach clients how to reveal their most implicit inner work-related dreams and ideals -To draw attention to the idea that most people face a recurring question in their (working) life, and that most people struggle for many years to find an answer to this question. |
| Soke Government – Doctor of Carrer | To discover own strengths, to set up clear aims, to empower the trainees, |
| Soke Government – Coach Yourself to Success | To help people make lasting, positive changes in their lives. |

| METHOD PHASES – Structure and Phases | |
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| CEP | |
| Cre8te – Women Onto Work | <p>One to one person-centred coaching GROW model developed into IGROW. The model is well known and used in performance coaching. GROW stands for:</p> <p>Goal – what is that you want to achieve?</p> <p>Reality – what is the current situation in terms of achieving your goal?</p> <p>Options – what are the different ways that you could go about achieving your goal?</p> <p>What next – what steps do you need to take next to move you towards you goal?</p> <p>At Women Onto Work we have added in I for Identity as a starting point in response to our specific client group of women facing multiple and complex barriers to work. In many cases we have clients who have been out of the workplace for extended periods and need the space to discover themselves and what they authentically want from their lives.</p> <p>There have been many claims to authorship of GROW as a way of achieving goals and solving problems. While no one person can be clearly identified as the originator Graham Alexander, Alan Fine, Sir John Whitmore who are well known in the world of coaching, made significant contributions.</p> |
| Cre8te - Cyrenians | <p>The vital element is the individual's willingness to change.</p> <p>A Scoring Matrix system is used to chart their current position on aspects of their lives including employment, leisure and community activities, money management, housing, physical and mental health, friends, family and partners. They are then helped to reflect on how they feel about these aspects of their life using the Wheel of Life. This helps them identify what is important to them and prioritise.</p> <p>The client's skills are analysed to help the individual reflect on positive aspects of their knowledge and experience. The trainer also helps them to identify barriers to progress such as substance abuse, abusive relationships, money management or legal matters. By addressing all areas of their lives, communication is opened up enabling an honest and supportive relationship between counsellor and individual. The results are used to get the individual to set their own goals and prioritise them. This is discussed to visualise what this new vision would feel like, what their priorities are and how to achieve them. An Action Plan is then formed with the client.</p> <p>A lot of time is spent analysing skills. Clients often find this difficult initially and the process helps them visualise what their lives could look like in the future.</p> <p>As progress is made the Scoring Matrix is then referred to regularly to show the client the progress they are making by measuring changes in their perceptions, feelings and thoughts on progress towards their goals. What has changed, how did the changes happen and what they want to happen next are examined. This is an on-going process with no end date set.</p> |
| D. Kommer | <p>In this method we focus on 3 step method that takes the participants further than orientation – it helps the think about their Mission in life , which can be a mission to be integrated to work or to be a new job target or the be the element of work-life balance:</p> <ol style="list-style-type: none"> 1. Status quo 2. dreaming 3. possible ways -> target (status quo a s resource to make dream alive) |
| IAFE - SAPE | <p>The development of the entire process was based on the trace of paths of orientation/education/insertion with the following phases:</p> <ol style="list-style-type: none"> 1-Supporting the unemployed in finding their own preferences for professional life, considering their point of departure; 2-Counselling and integration on the adequate training that is able to answer in a successful way to the expectations and the options made on the 1st phase; 3-Finally, with the new personal and professional competences acquired with the training, the plain integration on the work market, either as employee either by creating his own business. <p>Steps:</p> <ol style="list-style-type: none"> 1-welcome 2-first working session 3-Key Competences guide process 4-Personal and Social development training 5-ICT's Training 6-Training on conciliation between professional, social and family life |

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| IAFE – “Top Question – Powerful questions used by top managers and coaches in Portugal” | <p>The method consists in placing questions that can induce thoughts in the respondent, promoting self awareness and self knowledge making people able to set a course.</p> <p>The questions have the power promote awareness of who we are and what we are capable of, making us realize and believe that if we commit with one objective, results will be achieved.</p> <p>Listed below the different kind of questions presented and explained by the author:</p> <ul style="list-style-type: none"> - Questions that start with “What” – allows to identify objectives, obstacles and solutions; - Questions started by “Which” – complement the questions started by “What”, allowing to materialize objectives, identify obstacles and solutions among various options; - Questions started by “How much” – as it is a closed question, it must be associated to a scale that allows an objective answer, avoiding answer like “little”, “very” among other not satisfactory; - Questions started by “Who” – although it is a question that can identify several problems, it is one of the less used, maybe because it is difficult to ask for help or to admit that the solution comes with the help of another person; - Questions started by “How” – help to outline a strategy towards the proposed objective; - Questions started by “Why” – allow to identify obstacles and work to overcome them. <p>The following phases can be identified:</p> <ol style="list-style-type: none"> 1.The question: awaking to a particular issue, leading the respondent to think about it; 2.Thinking and reflection – reflecting on the questions makes the respondent look inside himself, leading to self knowledge; 3.Awareness – consists in finding the abilities, knowing the blocks and finding ways to get around, leading to new horizons; 4.Responsibility – making the commitment in achieving the outlined objectives; 5.Action - developing and putting into practice the action plan. |
| PCT - Career Shift | <p>The book is structured into four phases:</p> <ul style="list-style-type: none"> - Phase 1 – is about taking stock, collecting knowledge about yourself and testing this against reality to ensure you are on the right track. -Phase 2 – is about exploring options in a creative way, breaking down the traditional views about careers -Phase 3 – is about setting about achieving objectives through communication, both verbal and written. -Phase 4 – is the most important because it contains the key to success – monitoring and maintaining progress |
| PCT – “Nooit meer werken” (Never work again) | <p>Similar to 'aims'. The client is asked to go through these stages one by one. Professional help is beneficial in all stages. However, the method is mostly individualistic. In general, this method is mostly a sense-making method in which the client is encouraged to develop passion and gain adequate self-knowledge.</p> |
| PCT - "Ondernemen in de levensloop" (Entrepreneurship in the course of life) | <p>The method is divided into seven phases:</p> <p>Phase 1: what is currently on my mind? In this phase, the client should formulate a question which is at the core of their current discomfort</p> <p>Phase 2: where do I stand? The client is taught to express their emotions about their current (work) situation in both a narrative and creative way</p> <p>Phase 3: what has developed me? Same narrative en creative techniques are used to let the client describe his or her entire life</p> <p>Phase 4: who am I? In this phase, the insights from the previous phases are used to let the client gain self-awareness</p> <p>Phase 5: what do I want? In this phase, clients should express their (implicit) desires for the future in the same creative and narrative way as in previous phases.</p> <p>Phase 6: Scenario telling. In this phase, the client is asked to combine all previous phases into multiple scenarios for their working future. The client is then asked to describe each scenario in great detail to fellow clients. Storytelling will evoke emotions about a scenario, which are then used by the client in order to select the most desirable scenario.</p> <p>Phase 7: learning by doing. An implementation plan for the attainment of the most desirable scenario is written. Furthermore, it is stressed that the client should repeat the method from time to time in order to renew this process.</p> |
| Soke Government – Doctor of Carrer | <p>The tests are based on Ned Hermann's "Whole Brain Theory". With the help of this theory people can find out their cognitive preferences. This is the first step. Then discovering the values, learning styles, personality, likes and dislikes. After analysing these issues, making research about the career opportunities and the final step is how to become successful in worklife</p> |

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| Soke Government – Coach Yourself to Success | <p>The first step is about Knowing what your own personal and emotional needs are makes it easier to design an ideal career. The 9 Elements of a Perfect Career</p> <ol style="list-style-type: none"> 1. Abilities/Natural Strengths 2. Skills (learned) 3. Interests 4. Personal Style (introvert or extrovert) 5. Family 6. Values 7. Goals 8. Career Development Cycle 9. Personal Requirements/Emotional Needs |
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| TRAINER PROFILE - Skills | |
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| CEP | <p>Skills (of trainers) to apply this method:</p> <ol style="list-style-type: none"> 1. Having found his/her mission in life, then coaching and counselling from experience is real and congruent. 2. Empathy 3. Listening skills 4. Coaching or Counselling skills 5. Learning by intuition 6. Viewing things from different perspectives 7. Sensitivity to feelings 8. Sensitivity to people (people oriented) 9. Learning by perception 10. Co-creating skills 11. Positive mind and positive thoughts 12. Conscious and Subconscious techniques to implement positive believes |
| Cre8te – Women Onto Work | <ul style="list-style-type: none"> * excellent listening skills * ability to build rapport and trust * ability to spot when to ask the pertinent question and what that question should be * ability to get alongside client's perspective and avoid bringing their own value base into the coaching * celebrate and support client's successes |
| Cre8te - Cyrenians | <ul style="list-style-type: none"> - passionate about people - 'active' listening - 'powerful' questioning - support change - communication clearly - challenge and motivate |
| D. Kommer | <ul style="list-style-type: none"> - Trainers in this field must have a training and a coaching education (preferably in the systemic context) and have self-experience in that - Experience as a trainer in standard career orientation. |
| IAFE - SAPE | <p>The Project team leader must be capable of working with the Key Competences Guide Process. He is assisted by an administrative that will, simultaneously welcome the participants. The administrative is preferable a former unemployed in order to create empathy and facilitate the understanding of the aims of the Project. The team must also include trainers in Social and Personal Development, Information and Communications Technology (ICT) and conciliation work/family life.</p> |
| IAFE – “Top Question – Powerful questions used by top managers and coaches in Portugal” | <p>From the Reading of the book can be realised that in order to effectively apply this method the technical must:</p> <ul style="list-style-type: none"> - Know questioning techniques – how to question and what to ask - Be trustful - Know how to guide without exercising any influence |
| PCT - Career Shift | <p>Monitoring actions: identify your avoidance behavior; honor your commitments</p> <ul style="list-style-type: none"> - Gut reaction (used when the final decision is made) - Lateral thinking (view the problem from different angles) - Reading between the lines - Mind-mapping - Personal profile: communication skills, make your name known, become an expert - Mentoring (develop yourself as you help others to develop) - Outside view – how others see the clients |
| PCT – “Nooit meer werken” (Never work again) | <ul style="list-style-type: none"> - Able to keep client motivated to complete the (individualistic) task. Method for doing this is showing progress to client. |

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| PCT - "Ondernemen in de levensloop" (Entrepreneurship in the course of life) | <ul style="list-style-type: none"> -Interpreting and characterizing of stories and creative work of fellow participants -Research on personal past, or helping fellow participants in doing this -conversations and feedback, without limiting the self-expression effort -Research on preferred future of fellow clients |
| Soke Government – Doctor of Carrer | Trainer must be aware of the cognitive differences of the trainees. The important thing is to be able to evaluate the skills and abilities of the trainees. Trainer should get knowledge about the learning theories. Especially Ned Herman's Whole Brain Theory is very useful to explain the differences of the people. Trainer should do personality tests and interviews to evaluate the trainees at first. |
| Soke Government – Coach Yourself to Success | <p>Typically good coaches will use and follow these principles:</p> <ul style="list-style-type: none"> • Listening is more important than talking • What motivates people must be understood • Everyone is capable of achieving more • A person's past is no indication of their future • People's beliefs about what is possible for themselves are their only limits • A coach must always provide full support • Coaches don't provide the answers • Coaching does not include criticizing people • All coaching is completely confidential • Some people's needs cannot be met by coaching , and coaches recognise clients with these needs |

| | TRAINER PROFILE – Knowledge |
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| CEP | <ol style="list-style-type: none"> 1.Having found his/her mission in life, then coaching and counselling from experience is real and congruent. 2.Coaching or Counselling knowledge 3.Personal Development specialist 4.Intuition techniques 5.Mindfulness http://en.wikipedia.org/wiki/Mindfulness 6.Yoga and Meditation techniques to raise self awareness 7.Creative visualization to conduct sessions 8.How erase limiting and negative believes 9.How to implant and develop positive and enriched believes |
| Cre8te – Women Onto Work | <ul style="list-style-type: none"> * coaching qualification or equivalent e.g. NLP Practitioner / advisor / guidance * relevant experience in a person-centred environment |
| Cre8te - Cyrenians | <ul style="list-style-type: none"> - visualization - use of resources and tools - training in life coaching skills, eg NLP - coaching techniques |
| D. Kommer | It could be helpful if they have knowledge about native cultures that use techniques to find their vision or have their dream (native americans, aborigines etc) |
| IAFE - SAPE | Both coordinator and trainers should preferably have a degree in Human and Social Sciences. |
| IAFE – “Top Question – Powerful questions used by top managers and coaches in Portugal” | Required knowledge of trainers is not presented in the book as it describes experiences of a large number of professionals, from different sectors in a various number of diverse situations, but one can conclude that knowledge in the human and social sciences area is required. Also required is the knowledge and experience in leadership since the method requires that the querist can interpret signs and capture the respondent confidence, communicate with him, motivate and guide him. |
| PCT - Career Shift | Knowledge about required skills for specific professions and about career values is essential |
| PCT – “Nooit meer werken” (Never work again) | <ul style="list-style-type: none"> -Knowledge about extrinsic motivators and three forms of passion is required -Basic knowledge about personality (Big Five) |
| PCT - "Ondernemen in de levensloop" (Entrepreneurship in the course of life) | -Knowledge about typical personal crises |
| Soke Government – Doctor of Carrer | Trainer must have knowledge of using techniques of some certain kinds of tests which can be done by a person himself/herself or by the help of trainer. The trainer also has to know the evaluation of the test results and know how to use the results. |
| Soke Government – Coach Yourself to Success | Coaching entails helping yourself grow and become more self aware, at the same time, helping others to overcome problems in their lives. |

| | MOTIVATION TOOLS APPLIED DURING THE TRAINING TO FIND THE MISSION IN LIFE |
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| CEP | <ul style="list-style-type: none"> a) Wheel of life b) Meditation c) Creative visualization d) Affirmations e) Active and positive contemplation |
| Cre8te Women – Onto Work | <p>Motivational workshops where clients can also benefit from meeting other women in similar circumstances. In many cases, clients form friendships and support networks outwith the organisation.</p> <p>Motivational coaching – coaches will encourage and believe in their clients' ability to achieve their goals.</p> <p>Motivational Tools</p> <ol style="list-style-type: none"> 1. Visualisation (Actualisation): Using NLP techniques, encouraging the client to step back into a past situation where life was good and the person felt motivated. The facilitator asks how it looks, sounds, feels and the client magnifies what they see, hear and feel. This state is then 'anchored' by using a trigger word or gesture that they can easily remember. This creates a shortcut for the brain to this state. 2. Group Discussion: Motivating factors are identified in groups or pairs and explore ways of applying them. This utilises peer learning and support. 3. Circle of Excellence- Visualisation technique to imagine a circle within which the good motivation can be accessed. 4. Examining Beliefs: The event/thought/belief/action cycle is examined to help challenge set patterns and beliefs to generate more positive cycle. 5. Positive Reframing: People working in pairs where one person expresses a negative situation/statement and the other person positively reframes it. 6. Pattern Interrupt: Examined internal dialogue – links to reframing above. |
| Cre8te Cyrenians | <ul style="list-style-type: none"> - Adult – adult transactional analysis is the basis of the work. - NLP is used to 'flip' thinking from external motivating factors to internal. - Wheel of Life - Scoring Matrix - Visualisation |
| D. Kommer | <ul style="list-style-type: none"> - "Reality checks" embedded in coaching sessions to work out the plan how to achieve the target set. - Coaching sessions |
| IAFE - SAPE | <p>All the method in based on the empowerment, wich, per se, is a motivation. In the 1st phase, the welcome, is delivered to the participant a "Competences Passport", where all the activities are registered. This passport can be seen as a motivational instrument towards achieving the "destination". Each activity, each step of the way, is registered in the passport giving, at all time, to the participant, the idea of how much he has done, motivating to continue and increasing self-esteem and confidence levels.</p> <p>The main motivational toll is the Key Competences Guide Process that leads to the self awareness of the pre-existing professional and social skills, as a starting point for the definition of a realistic and sustained life project. The Key Competences Guide Process can be looked as a motivational tool for the activity "conciliation work/family life", by promoting the reflection, together with the spouses, about these problems: identify the obstacles, outdo them and finding the strategies to solve the problem.</p> |
| IAFE – "Top Question – Powerful questions used by top managers and coaches in Portugal" | <p>The book doesn't specifically mention motivation tools. The implicit tools consist in the awareness for the competences and answers that each one can find among themselves, which may be explored and enhanced to open a new world of possibilities</p> |
| PCT - Career Shift | |
| PCT – "Nooit meer werken" (Never work again) | <p>The method is about discovering intrinsic motivation. Passion for an activity means that a person has no needs for extrinsic motivators.</p> <p>It uses the Maslow's pyramid: Whenever a person is motivated by this factor, he is no longer primarily motivated by all the lower tiers of the pyramid. Extrinsic motivation is no longer necessary</p> |
| PCT - "Ondernemen in de levensloop" (Entrepreneurship in the course of life) | |

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| Soke Government – Doctor of Carrer | | | | | | | | | | |
| Soke Government – Coach Yourself to Success | | | | | | | | | | |
| TARGET GROUP | | | | | | | | | | |
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| ADDITIONAL INFORMATION | | | | | | | | | | |
| | | | This method is applicab le in the Europea n context. | | | | Backgro und informati on about motivati on (includin | Backgro und informati on with example s from the arts | | |

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| | | | For persons with no personal experience in reflection and self-reflection it would be helpful to give a theoretical overview on that. | | | | g Maslow's pyramid) is presented. Part about motivators is very similar to Herzberg's theories. | | | |
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