

sky4.0



INITIATIVE

Sky4.0 curriculum



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CURRICULUM PLAN

<i>Didactic Unit</i>	<i>Time</i>	<i>#</i>	<i>Effects of Didactic Unit</i>
<i>Introduction (120')</i>	45'	1.1	Come and know Sky 4.0 project Awaken the interest in the participants for the topic to be presented;
	40'	1.2	Reflexion, relation and action. The learning triangle Check through the behaviour of the participants their abilities for initiative.
	35'	1.3	Who is sitting next to us? Participants will have to put in practice its empathetic listening and communications abilities to get to know the person that is sitting next to them and introduce that person to the group.
<i>Focusing our look on initiative (120')</i>	60'	2.1	What is it and what does this concept mean? Explain the definition of initiative and why is so positive to show it. The trainees will be acquainted with the theoretical basis of initiative and, skills and attitudes of a person with this competence.
	60'	2.2	Am I able to take initiative? Participants will evaluate what is their starting point in terms of initiative characteristics and behaviours.
<i>The 3 main aspects to work the personal 1st one. Perseverance (105')</i>	60'	3.1	Skills and feature of perseverance. A key to develop initiative Being able to determine the difference between perseverance and patience, and understand how important is to apply perseverance.
	45'	3.2	The grasshopper and the ant. How to develop perseverance Participants will become aware that there is no magic wand to work in this manner, but rather that it is an individual job that has to be done by the individual.
<i>The 3 main aspects to work the personal 1st one. Proactive behaviour (120')</i>	60'	4.1	Paris Dakar. Time managing Participants understand the importance of time managing and that implementing action provides results.
	60'	4.2	The thermometer of self-motivation Participants should learn to be aware of skills that combat lack of motivation and discouragement and not giving up.
<i>The 3 main aspects to work the personal 1st one. Self-confidence (140')</i>	30'	5.1	Why self-confidence as a competence to be addressed when talk about initiative? Participants will try to identify the relation between self-confidence and initiative.
	30'	5.2	Defining self-confidence Establish the basics of self-confidence and the links between it and initiative
	80'	5.3	The cruxes of self-confidence Overview of the skills to address to built self-confidence and to thus develop initiative.
<i>Belief that "break" initiative (140')</i>	30'	6.1	Beliefs relative to self-confidence and therefore breaks to initiative Explain what beliefs that avoid show initiative are.
	20'	6.2	The chained elephant Participants will understand why do we behave as we do.

	60'	6.3	Arapesh vs Mundugumor. We moving away to see better This is an experience exercise which the concept of belief and how it affects our self-confidence is understood.
	30'	6.4	Hunting tigers Reflection of individual beliefs.
The importance of being result oriented (285')	30'	7.1	Possibility, capacity and worthiness. "Empty your cup" Defining the objective.
	30'	7.2	Is it necessary to work and define our objectives? The attendees will become aware that setting objectives is a continuous task, and how these help them succeed.
	60'	7.3	The 7 keys to setting objectives. How we do it? The teacher will present and develop the basics of techniques and methodologies to setting objectives.
	60'	7.4	Are my emotional states of being a heuristic? Do my emotions affect setting an attaining my objectives and therefore break our initiative? Psychological traps in the process of definition and implementation of my objectives. Overcoming barriers as a key element.
	35'	7.5	Me and my frustration The students will see the importance of asking themselves the right questions to become aware of our reality and discover what frustrate them.
	30'	7.6	The power of language. The art of asking Be aware of the importance to ask you the right questions in order to set yourself the necessary objectives.
	40'	7.7	Decalogue to settle initiative Participant will reflect on their behaviour in different areas of their lives: work, personal and social, then perform a "Decalogue" that allows them to have a commitment to it.
Graduation (60')	60'	8.1	If you had been the Wright brothers advisory, what had you done to implement initiative and avoid them to throw in the towel? Participant will exercise all the concepts learned during the course.

1 INTRODUCTION

DIDACTIC UNIT 1 - INTRODUCTION

Theoretical context:

Learning activity 1.1

Our project is called SKY 4.0, and we want to make people awareness of the importance of working soft skills in the aerospace sector, mainly because we always give more importance to the technical approach than to the personal one. To make learners aware of it, our starting point will be the following formula $E = mc^2$, this formula known as relative formula is our starting point, but not because of the meaning but because of the letters themselves, being **E**, **e**clat or success and **m**, **m**ethodology and **c** **a**ctitude, the reason to choose this formula is mainly the **c squared**, what means that actituttes are much more important that methodology, though both are necessary. But it isn't worth to be an expert in knowledge if your actituttes are null.

In Sky 4.0, we propose an innovative and solid system of training of soft skills to help the current and future aerospace personnel to overcome the challenges that industry 4.0 is bringing to our field.

After the explanation the speaker asks:

- What are those changes? What does imply to work under the reference of industry 4.0?
- Which are those soft skills?

Learning activity 1.3

Icebreakers are widely used techniques that consist of fostering a good atmosphere in the group that shares a common space. These techniques help reduce tension and initial embarrassment, help develop a feeling of well-being, favour collaborative processes, and help group members get to know each other and integrate.

Among these techniques there is a style, called in English as get-to-know-you (let us meet you), which is focused on making the group members know each other better. One of the issues that should be taken into account is the profile of the group and the function of the activity that they should perform.

Empathic listening is about really understanding the person who is talking to you. That means it goes beyond active listening, for which the listener uses nods, listening posture and listening sounds like "yeah, yeah" and "hmm" to encourage the person speaking to continue talking.

1.1 Come and know Sky 4.0 project

LEARNING ACTIVITY 1.1 – COME AND KNOW SKY 4.0 PROJECT

Duration	45 minutes
Objectives	<ul style="list-style-type: none"> - Awaken the interest in the participants for the topic to be presented. - Acknowledge the existence of sky 4.0 project and its objectives, and understand why soft skills are relevant for the future of aviation. - Introduce and strengthen the soft skills necessary for the implementation of industry 4.0 in the aviation sector.
Guidance for the correct development	

Materials required	Video developed by the project
Methodology to implement and develop	Visualization of the video: Sky 4.0. Group reflection: What do you think about? Teacher will expose what they are going to develop.
Evaluation	Each participant will present their perception of the topic and will know the reason of working soft skills.

1.2 Reflexion, relation and action. The learning triangle

LEARNING ACTIVITY 1.2 – REFEXION, RELATION AND ACTION	
Duration	40 minutes
Objectives	<ul style="list-style-type: none"> - Know the grade of involvement of people, and how they want to contribute to the learning process during the training. - Begin to play with the soft skill initiative. - Find out if initiative is part of their DNA.
Guidance for the correct development	
Materials required	<ul style="list-style-type: none"> -Blackboard or flipchart -Coloured markers -3 sheets (A3)
Methodology to implement and develop	<p>The trainer will place three white sheets (A3) on the floor, one with the concept "Reflection", another one "Relationship" and last one "Action" making a triangle.</p> <p>Once placed, the speaker will make 2 questions:</p> <p>1st one. How do I want to contribute to the collective process in this learning?</p> <p>The speaker will leave a couple of minutes each student to think about and once they have decided, they will have to place, on, near, close, there are different places, if they feel identify with just one sheet, between 2 sheets, in the middle, out of the triangle, etc.</p> <p>Individual work:</p> <ol style="list-style-type: none"> 1. Think: 5´ 2. Answer: 5´ <p>Group reflection: 20 ´</p> <p>Once everybody is placed in the triangle, they will explain why they have chosen one concept or the other and the position. They will talk from the triangle and then back to the group and reflect about the exercise.</p> <p>The speaker once they had reflected will throw the following question.</p> <p>2nd one. In which area does you feel more comfortable?</p> <p>Individual work: A quick round to know the answers.</p> <ol style="list-style-type: none"> 1. Think: 5´

	2. Answer: 5'
Evaluation	<ul style="list-style-type: none"> The first of the questions is important, because the answer is the contribution to the course, and the indicator of responsibility that you will contribute during the course. The importance of moving the body also causes you to land your mind to the course. You just got to the course and your body is but your mind is still far from there. It is a way to align body and mind and therefore to start working from the initiative. Start doing without others asking you to.

1.3 Who is sitting next to us?

LEARNING ACTIVITY 1.3 – WHO IS SITTING NEXT TO US?	
Duration	35 minutes
Objectives	<ul style="list-style-type: none"> - Put in practice its empathetic listening and communications abilities to get to know the person that is sitting next to them and introduce that person to the group. - Build team spirit. - Keep on "<i>watching out</i>" if students are developing behaviours that indicate their grade of initiative.
Guidance for the correct development	
Materials required	<ul style="list-style-type: none"> -Blackboard or flipchart -Coloured markers
Methodology to implement and develop	<p>The teacher will ask students to sit in pairs and get acquaintance of each other using its empathetic listening and communications abilities. Students will be asked to pay special attention to the initiative characteristic of their peers.</p> <p>They could ask each other questions such as :</p> <ul style="list-style-type: none"> Name, age and studies. Where they come from. What they understand by initiative. Why this soft skill (initiative) might be important for his academic and professional live. What they expect from the course. <p>After 10 minutes of discussion, each student will have to introduce his/her colleague to the group. Introducing will include the name of the person and very basic information, but more important than that, it should be focussed specifically on the reasons why the student thinks that his/her new colleague exhibits or not initiative.</p>
Evaluation	During the presentation the teacher might write down in a blackboard or flipchart the different definitions that the students expose about initiative.

2 FOCUSING OUR LOOK ON INITIATIVE

DIDACTIC UNIT 2 – FOCUSING OUR LOOK ON INITIATIVE

Theoretical context:

Learning activity 2.1

From thought to action, idea to word, this is how we define initiative: if we act, we create and therefore initiative is a necessary competence to generate ideas, solutions. On average both men and women watch TV three hours a day according to the National Institute of Statistics. The remaining 21 hours are for work, sleeping and tasks such as personal hygiene, eating or going to the bathroom. Finally, there's a bit of time left to do whatever we want to do. This shows that most of our leisure time is more passive than active, more reactive than proactive. So television, the greatest enemy of active leisure, deprives us of great many things. One of them is going out. Out anywhere, but out of the house. Locking yourself at home to think is highly recommendable, but on the other hand, the unexpected will never enter your life, we have to go looking for it, and all in all, we have to take initiative.

Showing PI means to be self-starting, proactive, and persistent. Note that we think of PI as behaviour. People exhibit a class of behaviour that we call personal initiative. We shall address the issue of personality below. At present, it is sufficient to conceive our use of PI as active behaviour.

Self-starting implies that a person does something without being told, without getting an explicit instruction, or without an explicit role requirement. Thus, PI is the pursuit of self-set goals in contrast to assigned goals. An example is a blue-collar worker who attempts to fix a broken machine even though this is not part of his or her job description. Frequently, initiative deals with subproblems of an assigned task or with issues that are not obviously related to the task. It may be useful to discuss briefly the conceptual issues for high- and low-level jobs. Initiative in high-level jobs is difficult to define, because high-level managers are often required to show initiative as an external task; in this case, PI seems to be part of the job description. Can we still speak of self-starting, if the chief executive officer who initiates both process and product innovation is really *“doing his or her job”*? *“To take the initiative”* is a highly abstract task requirement, because it does not really structure the activities by the manager.

Initiative can be shown in dealing with subtasks and in doing subtasks that are not obvious to the job. Therefore, the chief executive may, indeed, show PI if he or she self-starts to change the strategy of his or her firm. Of course, this can only be viewed as PI, if the chief executive does not just follow the example of many other chief executives. In low-level jobs, PI is usually not prescribed as an external task.

For example, PI on the assembly line is often unwelcome because an assembly line is based on standardization and PI always implies some degree of no standardization of actions. Furthermore, there is little worker autonomy and control and, therefore, little room for PI. Again, one resolution is to look at the subtasks. There is room for blue-collar workers on the assembly line to think of and suggest quality improvement measures (although they are not allowed to implement them immediately themselves).

Similarly, they may perform additional checks on the quality of prior work, and this may well have positive effects. For example, in one study, we observed that the task of drilling a hole in an automobile could damage cables located below the drilling surface. In such a case, the worker may think of the danger of drilling too far and tell others about it. This is part of PI. Taking initiative requires self-setting a goal. This goal can be based on a personally developed idea, but we also consider that someone is showing PI when they take charge of an idea or a project that is known but has not been put into action in this context before.

Thus, PI often requires that somebody takes charge of an idea that has been around for a while. It can be

shown with regard to big and small issues alike. For example, a secretary who buys mineral water for a guest speaker shows initiative, even if this is a small matter. Personal initiative is also shown by the blue-collar worker who presents a suggestion that helps a company reduce its production costs by half a million dollars. Proactivity means to have a long-term focus and not to wait until one must respond to a demand. The long-term focus on work enables the individual to consider things to come (new demands, new or reoccurring problems, and emerging opportunities) and to do something proactively about them. Thus, problems and opportunities are anticipated, and the person prepares to deal with them immediately.

Imagine, for example, a secretary in a university department who books travel tickets for her boss. Her formal task is to phone the travel agency with which the university has negotiated discounts. Perhaps she is not satisfied with the service and finds the discount unattractive. She decides to find out whether she can get a better deal somewhere else. She phones different agencies, checks options on the Internet, negotiates, and finally comes up with a better agency. This secretary has taken initiative: She self-started an activity, because she went beyond the job's formal requirements. She acted in a proactive manner, because she anticipated having to take care of travel arrangements in the future and that service and prices will not improve by themselves. This example also illustrates that PI leads to changes in the environment.

When taking initiative, persistence is usually necessary to reach one's goal. Generally, PI implies that something is changed: A process, a procedure, or a task is added or modified. Changes usually do not work out perfectly from the very beginning; they often involve setbacks and failure. People affected by the changes may not like having to adapt to something new and being forced to abandon their routines. This requires persistence from the person taking initiative in order to get past technical barriers and to overcome other people's resistance and inertia. Sometimes, persistence also has to be shown toward supervisors who do not like their subordinates going beyond the boundaries of their jobs. The three aspects of PI—self-starting, proactive, and overcoming barriers—reinforce each other. A proactive stance leads to the development of self-started goals, because a proactive orientation toward the future makes it more likely to develop goals that go beyond what one is expected to do. Self-started goals lead to the need to overcome barriers because of the changes inherent in their implementation. Overcoming barriers also leads to self-starting goals, because unusual solutions often require a self-start. Finally, self-starting implies that one looks at potential future issues, and, therefore, there is a higher degree of proactivity. Thus, there is a tendency for these three aspects of PI to co-occur (Frese et al., 1997).

2.1 What is it and what does this concept mean?

LEARNING ACTIVITY 2.1 – WHAT IS IT AND WHAT DOES THIS CONCEPT MEAN?	
Duration	60 minutes
Objectives	Discover the positive aspects of showing initiative, mainly to avoid judgements that condition our actions and therefore not look beyond our own frame of reference.
Guidance for the correct development	
Materials required	<ul style="list-style-type: none"> -Link to the video (www.youtube.com/watch?v=l-w8w1QVKqY) -Flipcharts -Colour markers -ANNEX 0

Methodology to implement and develop	<p>Work in groups to answer the following questions: What is it to show initiative?</p> <p>After collecting the definitions and how the concepts are related according to the participants, a brief explanation will be given from within the previously given theoretical framework.</p> <p>After the explanation, participants are put in groups again to define the backbone of initiative and the traits of somebody who shows initiative, using the information which they obtained and that was provided by the speaker.</p> <p>Viewing the video: The child and the trunk</p> <p>Group discussion: What do you think?</p> <p>Work in groups to answer the following questions: What is it to show initiative and how is it related to the concept of industry 4.0? Brief explanation of the speaker.</p> <p>Team work: Define the pillars of initiative and the personal traits of an individual with initiative.</p> <p>Speaker collects, write on flipchart and try to let students be aware that initiative is a behaviour and therefore we can develop it.</p> <p>In groups, read the 2 short stories of the ANNEX 0 to learn more about initiative and complete the pillars of initiative</p>
Evaluation	<p>If necessary, the facilitator will remember that personal skills are inherent to the person but can also be acquired.</p> <p>Each participant might suggest, respectfully whatever he/she wants. Without forcing participation, voluntarily.</p>

2.2 Am I able to take initiative?

LEARNING ACTIVITY 2.2 – AM I ABLE TO TAKE INITIATIVE?	
Duration	60 minutes
Objectives	<ul style="list-style-type: none"> - Discover that taking initiative lies within oneself, changing from "<i>I can't</i>" to "<i>Why not?</i>" - Evaluate what is their starting point in terms of analytical thinking characteristics and behaviours.
Guidance for the correct development	
Materials required	<p>-ANNEX I</p> <p>-Link to the videos of the film (https://www.youtube.com/watch?v=gQU3EphIpMY) (https://www.youtube.com/watch?v=nJhtuCMCqM)</p>
Methodology to implement and develop	<p>Self-test on taking initiative.</p> <p>Group reflection. What answers have you given?</p> <p>Watching several scenes from the film "<i>Dead Poets Society</i>".</p>
Evaluation	The more questions the students answer highest scores the higher the level of initiative will be.

3 THE 3 MAIN ASPECTS TO WORK THE PERSONAL 1ST

ONE. PERSEVERANCE

DIDACTIC UNIT 3 – THE 3 MAIN ASPECTS TO WORK THE PERSONAL 1ST ONE. PERSEVERANCE

Theoretical context:

Learning activity 3.1

"Welcome to the fight tonight, we are proud to present two rivals who have long wanted to meet. At last, today we will see what they are capable of. And now, on my right, with middleweight and full of stoicism with the golden combat belt "Waiting for prince charming", patience. And to my left, with middleweight, full of determination, strong-minded as always and a tough and unwavering look, with the golden combat belt "Looking for Prince Charming," perseverance."

We could start a hypothetical battle between patience and perseverance. But why bring them face to face? In fact two concepts that are easily mistaken, which as a result confuses the person and make him act producing an adverse effect on the objectives. Maybe since patience has never been one of my virtues, I never liked it and in a act of self-deceit I have humiliated it and little by little destroyed it. But in my defence I will say that it is mostly because of the meaning of the word it, evokes aversion. But what is patience? It can be defined as

- 1) Ability to endure with resignation misfortune, jobs, insults ...
- 2) Tranquillity to wait.
- 3) Calmness to perform detailed or entertaining work.
- 4) Excessive slowness.

All these definitions can be classed into a passive category or being standby. Patience is more waiting than doing, more idleness than action, and serendipity does not like that at all. It's like saying: I don't work because I play the lottery. If I don't win today, tomorrow I will. And waiting idly for the next day. We all remember Picasso working day and night and not waiting for the muse while sipping whiskey in his great Parisian studio. Thus he would always be ready and for sure he was presented with several serendipities this way. Even though patience is certainly a great virtue, the only thing it does for serendipity is not despairing if our fortunate accidents come later rather than sooner. On the contrary, perseverance has more to do with effort.

We can define perseverance as:

Firmness and steady persistence in resolutions, purposes or actions. So perseverance is more closely related to action than to reaction, to persevering rather than waiting. And for those reasons alone, it is more likely to win the combat we presented earlier. Perseverance, together with other aspects such as having a goal, learning from failures, will always be rewarded with a serendipitous accident.

3.1 Skills and feature of perseverance. A key to develop initiative

LEARNING ACTIVITY 3.1 – SKILLS AND FEATURE OF PERSEVERANCE. A KEY TO DEVELOP INITIATIVE

Duration	60 minutes
Objectives	<ul style="list-style-type: none"> - Differentiate perseverance and patience. - Understand what characterize a persevering person.
Guidance for the correct development	
Materials required	<ul style="list-style-type: none"> -Paper -Colour markers -Flipchart
Methodology to implement and develop	<p>To be aware that any aspect, whether challenges, goals, actions, etc. that we undertake, must be accompanied by the means that we will use in achieving it, and to think what we need to obtain it. These tools are our skills, possibilities and knowledge; think how to apply. Perseverance requires common sense and awareness that maybe we do not succeed immediately, but it is important to try again, because perseverance provides stability, trust and is a sign that we are maturing and becoming aware of our responsibility.</p> <p>Group discussion. What characteristics does a persevering person have?</p> <p>Team work: Take them down on a flipchart and present to the rest of the groups.</p> <p>The trainer uses two markers with different colours to underline some characteristics in a colour or another depending on their common denominator.</p> <p>After underlining the characteristics the participants are asked what the common denominator is. Attitude and aptitude come together to address perseverance.</p>
Evaluation	Each participant might suggest, respectfully whatever he/she wants. Without forcing participation, voluntarily.

3.2 The grasshopper and the ant. How to develop perseverance

LEARNING ACTIVITY 3.2 – THE GRASSHOPPER AND THE ANT. HOW TO DEVELOP PERSEVERANCE	
Duration	45 minutes
Objectives	<ul style="list-style-type: none"> - Not to give up and to work with an optimistic approach. - Self-reflection.
Guidance for the correct development	
Materials required	<ul style="list-style-type: none"> -Paper -ANNEX II -Link to the video (https://www.youtube.com/watch?v=Y6ZofxnWwZ4)
Methodology to implement and develop	<p>Reading of the document "<i>The Japanese bamboo</i>" (ANNEX I) and individual reflection, group discussion and presentation.</p> <p>Each person reads and writes down striking details.</p> <p>Reading of the document "<i>The woman with the three hairs</i>" (ANNEX I) and individual reflection.</p>

	<p>Each person reads and notes down striking details.</p> <p>Reading of the document "<i>Jack the young surfer</i>" (ANNEX I) and individual reflection.</p> <p>Each person reads and notes down striking details.</p> <p>Sharing in groups and subsequent presentation to other groups</p>
Evaluation	<p>As conclusion, visualize the video "<i>A deaf girl learns to play violin</i>".</p> <p>Each participant will suggest, with respect, what he/she wants. Without forcing participation and freely.</p>

4 THE 3 MAIN ASPECTS TO WORK THE PERSONAL 1ST

ONE. PROACTIVE BEHAVIOUR

DIDACTIC UNIT 4 - THE 3 MAIN ASPECTS TO WORK THE PERSONAL 1ST ONE. PROACTIVE BEHAVIOUR

Theoretical context:

Learning activity 4.1

Sometimes we must take into account that to be able to develop a competence such initiative, we must work on other kind of aspects that we will help us to develop it. In this case, initiative has a component of "*to have time enough to*". There are so many things to do and so little time. Have you not felt this way on more than one occasion, overwhelmed by so many responsibilities, tasks, projects and roles to assume? And, looking at it from a much broader perspective, how many important issues do we stop doing, or activities that we let go, because we don't have time? We have rarely taken a very small time to reflect on how we could "*get the best out of the time we have*". The truth is that "*24 hours a day*" is a natural law that reaches us all. However, why don't we all feel the same about the management of our time? A critical factor is to distinguish the terms from the urgent versus the important, since there will always be multiple requirements to meet, which implies what we will have to prioritize. Sometimes lack of time is a hindrance to develop initiative.

Learning activity 4.2

Conduct is the way human beings behave in their life and during all actions they undertake. Therefore, it can be used as a synonym for behaviour. In this sense, behaviour refers to actions of individuals with respect to their environment or with the world of stimuli. Arguably, conduct is the set of observable behaviours in a person. It is divided into three areas: mind (which includes activities such as thinking, dreaming, etc...), body (eating, talking) and the external world (to attend an appointment, talk to friends). There are different types of conducts, conducts that are determined by our behaviour, therefore it is important to know what kind of behaviour plays a role in us throwing in the towel and that we do not persevere in our actions. Being aware of the cause can help develop reconstruction techniques to guide us.

Perseverance is emphasized and is achieved when we act on behaviours that hinder addressing effort and Perseverance. There are certain dynamics that help to generate behaviour that boost proactive behaviour, which is the necessary base to work from perseverance. Time management helps generate proactive behaviour. Time management forces us to differentiate between what can and can't plan. To this end the concept of importance and urgency affects serendipity. Experts tell us: the longer the way the better. That is

to say, working with urgency is not something that will help generate serendipities. Nobody knows why coincidences happen and besides it is not something that worries us because we cannot control it. But on the other hand, coincidences happen when we get involved in something, which in one way or another forces us to plan. The more complex, more challenging and the more long term our objective, the more opportunities for serendipity there are.

If a long-term goal is important, keeping it in time is no less important. And without motivation and perseverance to maintain an objective in our head, it is normal that it falls flat, and it is difficult to resuscitate it. That is why it is important to remain constant in our personal battle and to have the difference between the often confused concepts of patience and perseverance clear and time management is something that can help us lots.

4.1 Paris Dakar. Time managing

LEARNING ACTIVITY 4.1 – PARIS DAKAR. TIME MANAGING	
Duration	60 minutes
Objectives	Become aware that implementing action provides results and that it is worth insisting, as finally things get sorted.
Guidance for the correct development	
Materials required	Paper
Methodology to implement and develop	<p>This exercise consists of two parts.</p> <p>Individual work:</p> <p>To cover the two parts, first individually each participant reads a document to get an idea about Paris-Dakar. In the middle of the race, they get a puncture which must be fixed as soon as possible. To do this, all actions necessary to fix the puncture are available; besides a time limit must be assigned to the performance explaining the reasons.</p> <p>Pair work:</p> <p>After the first part of the exercise is completed, in pairs the participants compare the explanations and time limits for each action.</p> <p>Answering questions.</p> <p>The results are presented.</p> <ol style="list-style-type: none"> 1) How long do you think it will take to change the wheel? 2) Decide who will help changing the wheel and why: <ol style="list-style-type: none"> a) Driver b) Co-driver c) Driver and co-driver 3) Put the tasks in order and allocate times to each one (e.g.: put on handbrake: 2 seconds). <p>Compare the time you had estimated necessary in point 1 and the result under paragraph 3.</p>

	Is it the think happened?
Evaluation	The student will describe why decided to organise changing the wheel as he/she did, and how he/she would do it again the obtained results.

4.2 The thermometer of self-motivation

LEARNING ACTIVITY 4.2 – THE THERMOMETER OF SELF-MOTIVATION	
Duration	60 minutes
Objectives	<ul style="list-style-type: none"> - Motivation drives us to instil perseverance and personal discipline in ourselves and others. - Be aware of skills that combat lack of motivation and discouragement and not giving up.
Guidance for the correct development	
Materials required	<ul style="list-style-type: none"> -Paper -Link to the videos of the film scene (https://www.youtube.com/watch?v= Mk2Tca88Xo)
Methodology to implement and develop	<p>To carry out this unit, work in groups, use mind mapping in order to detect all aspects that play a role in motivation and self-motivation and discover how motivation is not something static, but continually undergoes changes. Aspects related to extrinsic and intrinsic factors of motivation are addressed.</p> <p>Group work:</p> <p>1st part: Mind Mapping technique. The aim is to discover all aspects related to motivation and self-motivation and to discover how motivation is not static, but continually undergoes changes.</p> <p>2nd part: Compilation of the most important aspects of the concept of motivation.</p> <p>Individual work:</p> <p>What motivates me? What's my self-motivation?</p>
Evaluation	To conclude the students will watch a scene of film <i>“The Legend of Bagger Vance”</i> .

5 THE 3 MAIN ASPECTS TO WORK THE PERSONAL 1ST

ONE. SELF-CONFIDENCE

DIDACTIC UNIT 5 - THE 3 MAIN ASPECTS TO WORK THE PERSONAL 1 ST ONE. SELF-CONFIDENCE	
Theoretical context:	
Learning activity 5.1	
Self-confidence is one of the main pillars of initiative. The importance of " <i>having confidence in oneself</i> " is an important point to address, since it generates and provides security when we seek, undertake and generate	

ideas. The business person, philanthropist and writer Clement Stone said: "*Whatever the mind can conceive, it can achieve.*" That is the spirit of **self-confidence**, that of confident people who arouse admiration from others. Someone who does not feel confident can hardly expect others to trust him or her. It's hard to trust someone who comes across as nervous and awkward; instead those who show confidence and answer firmly, attract attention. It is not necessary to know everything in life; it is enough to keep an interest in learning and willingness in improving your knowledge. **Self-confidence** is the difference between feeling unstoppable and feeling scared to use talent and do different things.

Symptoms of **self-confidence**. **Self-confidence** is transmitted through the tone of voice, body language and what is being said. People who feel confident are more daring and not afraid to take risks to achieve something different, they are realistic but not fatalistic, and do not look back remembering bad times, do not care what others think of them and struggle to achieve their goals even though they may seem unreachable, they do not give up and seek alternative routes when they are faced with problems, have the capacity to overcome periods of emotional pain (resilience), consider that the problems are not an obstacle but a new challenge to become stronger, they believe in their abilities and accept compliments without forgetting they have exerted themselves to achieve their goals.

Self-confidence promotes coping skills, solution-finding and the full potential of every person regardless of their situation. **Self-confidence** is displayed in resilient individuals who show resourcefulness, perseverance, optimism, determination and creativity.

Learning activity 5.2

Confidence is a state of being certain either that a hypothesis or prediction is correct or that a chosen course of action is the best or most effective. Confidence comes from a Latin word "*fidere*" which means "*to trust*"; therefore, having self-confidence is having trust in one's self. Arrogance or hubris in this comparison is having unmerited confidence – believing something or someone is capable or correct when they are not. Overconfidence or presumptuousness is excessive belief in someone (or something) succeeding, without any regard for failure. Confidence can be a self-fulfilling prophecy as those without it may fail or not try because they lack it and those with it may succeed because they have it rather than because of an innate ability.

The concept of self-confidence is commonly used as self-assurance in one's personal judgment, ability, power, etc. One's self confidence increases from experiences of having satisfactorily completed particular activities. It is a positive belief that in the future one can generally accomplish what one wishes to do. Self-confidence is not the same as self-esteem, which is an evaluation of one's own worth, whereas self-confidence is more specifically trust in one's ability to achieve some goal, which one meta-analysis suggested is similar to generalization of self-efficacy. Abraham Maslow and many others after him have emphasized the need to distinguish between self-confidence as a generalized personality characteristic, and self-confidence with respect to a specific task, ability or challenge (i.e. self-efficacy). Self-confidence typically refers to general self-confidence.

This is different from self-efficacy, which psychologist Albert Bandura has defined as a "*belief in one's ability to succeed in specific situations or accomplish a task*" and therefore is the term that more accurately refers to specific self-confidence.

Psychologists have long noted that a person can possess self-confidence that he or she can complete a specific task (self-efficacy) (e.g. cook a good meal or write a good novel) even though they may lack general self-confidence, or conversely be self-confident though they lack the self-efficacy to achieve a particular task (e.g. write a novel). These two types of self-confidence are, however, correlated with each other, and for

this reason can be easily conflated.

Learning activity 5.3

Self-confidence is based on self-efficacy and self-esteem.

Self-efficacy is necessary to achieve objectives. It is based on the belief that one can learn and work hard on something to achieve success. Having self-efficacy means accepting increasingly difficult challenges and to not lose one's composure when something goes wrong. Self-esteem is the value given to the very existence, the right to be happy and feeling you have when you know it is working properly. To gain a high self-esteem it is necessary to acquire knowledge and skills that will be the basis of that self-esteem.

A journey to self-confidence.

Self-confidence must be founded on a firm appreciation of reality and can be accomplished in three steps:

- 1) Knowing where you are, where you are going and what you want to achieve. Take stock of everything you have achieved, a list of things that can be considered finished. Write everything down. This is for future reference to compare current progress with what still has to be done.
- 2) It is important to have strengths and weaknesses clear. Think about actual important things you want to achieve. Set yourself goals, small challenges that will be met gradually. It is important to take small steps so that the fall is not so hard and a new approach can be chosen to reach the same place.
- 3) You have to be absolutely sure that you want to undertake the journey to self-confidence because once you set off, you must promise yourself that you will do everything possible to reach your destination, no matter the difficulties.

The secret is in the middle.

Having a low self-confidence is an inconvenience to succeed in life, but having too much self-confidence is not ideal either because you make take unnecessary risks based on fantasy, not reality. If you have some basic knowledge to perform some activity on your own, it is interesting to widen this knowledge so as not to remain stagnant. When you have gained more knowledge, it's time to put it into practice and new challenges arise, which are increasingly more specific and require more effort to meet them.

It is essential to keep your feet on the ground so as not to feel overconfident when a challenge is met, you may relax and think you can handle anything, forgetting that you should not stop preparing and working to improve.

People who have self-confidence:

- Have a realist and positive vision of themselves and their abilities.
- Overcome personal problems or difficulties, persevere in their goals.
- Encourage creativity.
- Are more independent, do not need the approval of others.
- Are quick in establishing relationships, where they show initiative.
- Show their feeling and emotions freely.
- Defend their values and principles even when they encounter opposition from others.
- Do not feel guilty for being who they are.

Tips for improving self-confidence:

Although our society has taught us for many years to act with modesty, not boasting of our achievements, the fact is that *"liking oneself"* is the key to personal development.

Phrases like *"I'm fine"*, *"I am smart"*, *"I can do it"* ... should occupy our minds more often; that's why you should:

Think this is a good day and trust your ability to face it in a positive way:

- Feel important, for what you are and what you do.
- Love yourself unconditionally, with your strengths and your weaknesses. Think no one is perfect.
- Bring out the best out of yourself.
- In the course of the day, adopt a decisive approach. Think you're not passive, but a person who takes action:
 - Set attainable goals.
 - Face the problems; feel that you are fully capable of solving them.
 - Do not be afraid to take responsibilities or make certain decisions. If something goes wrong, learn from mistakes and try again.
 - Do not lose your sense of humour and keep a sense of perspective about events.

At the end of the day, take stock and reward yourself for everything you've accomplished:

- Train yourself to be alone with your thoughts and feelings. Learn to enjoy your own company.
- Go over the day and congratulate yourself for your accomplishments, however small they may be, don't wait for others to do so.
- Pay more attention to yourself, doing things that satisfy you.

5.1 Why self-confidence as a competence to be addressed when talk about initiative?

LEARNING ACTIVITY 5.1 – WHY SELF-CONFIDENCE AS A COMPETENCE TO BE ADRESSED WHEN TALK ABOUT INITIATIVE?	
Duration	30 minutes
Objectives	-Become aware, on one hand, of what initiative implies. -Develop basic vocabulary that will allow all participants to have the same knowledge base.
Guidance for the correct development	
Materials required	Brown paper
Methodology to implement and develop	Title: Why self-confidence? Make groups of 5 students each. Write the question on a piece of brown paper. After discussing the topic, everybody should write the possible relationships between the concept of initiative and self-confidence.

	Final presentation of the theory.
Evaluation	Each participant might suggest, respectfully whatever he/she wants. Without forcing participation, voluntarily.

5.2 Defining self-confidence

LEARNING ACTIVITY 5.2 – DEFINING SELF-CONFIDENCE	
Duration	30 minutes
Objectives	<ul style="list-style-type: none"> - Establish the basics of self-confidence. - Establish the links between self confidence and initiative
Guidance for the correct development	
Materials required	<ul style="list-style-type: none"> -Paper -Colour markers -Flip chart
Methodology to implement and develop	<p>Put participants into groups of 4, and hand out subject material (flip charts, markers).</p> <p>Ask them to write down a definition that meets the needs of every member of the group. Collect them and display the definitions.</p> <p>After defining, put this question to the group: what causes lack of confidence and what does it need to be able to build it? In groups, collect.</p>
Evaluation	<p>Each participant might suggest, respectfully, whatever he/she wants. Without forcing participation, voluntarily.</p> <p>We all understand the implications of self-confidence in a different manner, but the concept is based on 3 key aspects, which all have to be taken into account if we want to boost it in the classroom.</p>

5.3 The cruxes of self confidence

LEARNING ACTIVITY 5.3 – THE CRUXES OF SELF-CONFIDENCE	
Duration	80 minutes
Objectives	<ul style="list-style-type: none"> - Become aware of the meaning and importance of having a positive attitude, and being responsible. - Overview of the skills to address to built self-confidence and to thus develop initiative.
Guidance for the correct development	
Materials required	<ul style="list-style-type: none"> -Paper -Coloured cards -Videos developed by the project

Methodology to implement and develop	<p>Ask the same groups that worked together on the earlier activities to define each term and get them to suggest 3-5 actions which from their point of view can be used to address the skills. Presented in a theoretical context.</p> <p>Collect, present and explain.</p> <p>Viewing extracts of some films, such as <i>"Mondays in the Sun"</i>, <i>"What Dreams May come"</i>, <i>"The Pursuit of Happiness"</i>, which deal with these aspects.</p> <p>Group discussion and presentation of what they saw and understood.</p> <p>Searching for actions to help implement the skills seen in a theoretical context. These are collected on coloured cards.</p> <p>Showing of selected scenes from the films <i>"Mondays in the Sun"</i>, <i>"What Dreams May come"</i>, <i>"The Pursuit of Happiness"</i>.</p> <p>Based on these scenes analyse the skills that the characters have deployed and on what basis they base themselves on those skills. The skills to address: Positive attitude, self-esteem mental flexibility and responsibility.</p> <p>Collecting and presentation.</p>
Evaluation	<p>Focus on the concept of self-confidence relative to the previously mentioned skills.</p> <p>Elicit the importance of <i>"endeavour"</i>.</p>

6 Beliefs that *"break"* initiative

DIDACTIC UNIT 6 – BELIEFS THAT <i>"BREAK"</i> INITIATIVE
<p>Theoretical context:</p> <p>Learning activity 6.1</p> <p>We question how we act, and challenge the beliefs that drive us normally.</p> <p style="text-align: center;"><i>What are beliefs?</i></p> <p>A belief is a feeling of certainty about the meaning of something. It is a personal affirmation we believe to be true. Beliefs, which in many cases are subconscious, affect our perception of ourselves, of others and things and situations around us. Many people tend to think that their beliefs are universally true and expect that they are shared by others. They do not realise that their system of beliefs and values is something exclusively personal and often times differs from others. We do not live the reality itself, but an intellectual perception of it. That makes life a constant source of hope and rich alternatives or an inevitable source of suffering. Our experience as we live it, depends more on the representation and development of our mind map than the <i>"real"</i> territory itself. Therefore, the map is not the territory.</p> <p>Our system of beliefs and values helps us to give meaning and coherence to the world the way we see it and to which we are deeply linked. Questioning one of our beliefs may unbalance the whole system as it may affect other beliefs related to it in any way. And as a rule, we are very reluctant to modify any of our beliefs.</p> <p>Beliefs are based on ideas that are proven, or we think so at least, through our personal experiences. When a belief is instilled in us, our mind cancels or ignores the experiences that do not agree with it. Our beliefs are a powerful force in our behaviour. It is common wisdom that if someone really believes he can do</p>

something he will do it, and if he believes something is impossible no amount of effort will convince him that it can be accomplished.

All of us have beliefs that serve as resources as well as beliefs that limit us. Our beliefs can shape, effect or even determine our degree of intelligence, health, relationships, creativity, even our degree of happiness and personal success.

These ideas came to us at some time in our lives and we believed in them, like somebody believes that the sun will rise tomorrow. Beliefs have taken a shape, occupied a space, act as an energy, and have gradually turned into deep-rooted concepts. They are inspired by what we have been told, what we have lived, they are manners we believe we have. Many of our beliefs were instilled in us as children by parents, teachers, social upbringing, and the media before we were aware of their impact or able to have a choice about them. Beliefs are sometimes hidden in our unconscious, and they have an extraordinary impact on our lives; what's more, it is difficult to gain access to them.

Types of beliefs:

There are two types of beliefs:

Global beliefs:

These are general observations about life, the world, people, etc. Examples: Life is great. Life is hard. People are friendly. Dogs are dangerous. Women, men are a disaster ...

Rules:

These are guidelines that govern our behaviour. Examples: If I have a good car people will respect me. If I learn from my experience and my development, I will have success in life. If I have a fixed income, I will have security. If I assert my personality, I will be rejected.

Beliefs, on the other hand, can be boosters or barriers. The first help us boost our confidence in ourselves and in our capabilities, enabling us to successfully address complex situations. The second drains our energy and inhibits us to cope with certain situations.

If we think ourselves incapable of learning or too old to learn new things, we are obstructing any new opportunity to develop competencies and skills.

It can also happen that it takes a great effort from us to learn many skills, because if we were swift learners we'd prove ourselves wrong (and in the former case we can uphold our own belief). To achieve full control of our lives, we must know what our core beliefs are, change those that hinder us and resolve any contradictions that may exist between different beliefs.

When we can see our own shadows and accept our parts we are able to shine a light on our path. It is important to know our beliefs. I believe something that I hear, see, live, do. I can say the same thing to lots of different people, and everybody may understand something different, because we all have different beliefs.

"How are they shaped?"

Belief has to do with education, and early childhood, where we fell in love with our parents, and practically believed everything they said. That I was good or bad, that it is difficult to communicate with others, that men don't cry, that disease is due to suffering and guilt ... We have not only heard it, but we've also seen it.

When I see that the idea is materialised, for example, that the world is a dangerous place or that it is difficult to make money, because my father is home late, because I see him suffer, I see him worried, because there is a lack of money at home, which in the end is a lack of energy shortage, because I see what was said at one point, and immediately assimilate it in my life, I will turn it into a belief, and consequently I will make it real. That is why it is so important that we are aware of the thoughts that occupy us and of the place these

thoughts are taking up in our psyche, in our unconscious.

If I have adopted the belief *"Life is hard"*, somehow I am materialising or searching the hard life. I'm going to turn my life into something difficult, because underneath there is a belief. If you believe that life is hard, your life will be hard. People with this belief don't have an easy life. One puts in practice what one believes.

"Men are aggressive", and I tell you: *"no, that's a belief"*, and you say: *"no, it's true, because I in my life I only see aggressive men: my father beat me, my husband beats me, and that of course backs your belief. I believe what I think, and the power of my mind is extraordinary"*. If I believe that men are aggressive, I am not going to hang out with gentle, respectful and sensitive men. Beliefs have taken shape in our first stage. If you were told when you were small *"you are no good"* and as an adult you are thrown out of every job, underneath there is a belief that you are a no good and do not deserve to hold a job. And therein lies the reason that we relate to people who confirm what you have always believed.

The belief that *"men always leave me"* will always lead to an experience through which I will eventually materialise the idea, that men leave me always.

Types of beliefs:

- Beliefs about the cause:

You can have beliefs about what causes something. What causes me not to lose any weight? Why do men always leave me? Why do I never have any money? Why do I always lose my job? The first answer is the right answer. E.g. to the first question you might answer: *"Because my family is prone to put on weight."* The word *"because"* (explicit or implicit) may mean a belief about the cause.

- Beliefs about the meaning:

You can have beliefs about the meaning. What does it mean that I have a Cancer personality? What does it mean that men leave me? What does it mean that I always lose my job? What does it mean that I never have any money? Does it mean that I am incapable, or that life is hard? That you are a bad person and you deserve punishment or that you must make changes in your lifestyle. Whatever your answer is another belief that you have.

- Beliefs about identity or origin:

Beliefs about identity encompass cause, meaning and limits. When you change your beliefs about your identity, you somehow become a different person. An example of a limiting belief is: I am worthless, I do not deserve to have success or if I get what I want I will lose something else.

Believing you are not able to excel in a subject is not the same as believing you are stupid. It is not the same saying: I cannot control my drinking, as saying: I am an alcoholic and will always stay an alcoholic. Anything we understand to be part of our identity will eventually leave a deep mark on us.

Where does belief come from? What is the root cause of the meaning? Well, I've seen it, in that my father was weak, because my mother said

- *Verbalisation:*

You can't go against your ideas, so it is your mind which is the means through which you adopt a certain type of life. There is a peaceful balance when our mind is in line with what we say and do. Verbalisation is giving strength to the thought, convert the idea into sound. Words are extremely powerful, words become action, you can check by paying attention to the way you speak, or how we communicate with others, to what we say during communication. Every moment I'm talking about myself, when I define my surroundings, and those around me; that link between my thoughts and my words is very important, and that makes me express myself, what I think I know about myself. An *"I'm not going to be able to"* *"it's going to be hard"* *"I'll*

try but", is transmitting an energy that will materialise in very specific action. I am going to make it happen what I've said, and I can slow down again and understand that what I thought has become oral speech which has materialised. What I think, what I say and what I do, is the seed of what I will harvest. This is an important awareness, as it may change our lives. I can change from the moment I can locate these thoughts that go against my own freedom. From the moment I am able to listen when I speak, and realize that I'm aware of how I speak, and can change the way I talk, and I become aware of what I transmit to the world. That's where the peace lies, inside out, not outside in, so I can be who I really am, and do what I have been sent to this planet earth for, peace between what I say and what I do .

- *Congruence:*

Congruence is when you consciously and unconsciously fully assume a commitment to reach a goal or specific behaviour. Eating properly and keeping the ideal weight is easy if "*all parts*" in you want to, if you use the proper physiology and if you have good strategies to choose and select food. On the other hand, it will be very difficult if you are afraid that eating healthily will affect your joie de vivre in some way.

- *Incongruence:*

Incongruence is often the reason that some types of behaviour are very difficult to change. Giving up smoking, drinking, weight loss, etc. are problematic because a part of you wants change, but it is somehow beneficial to some other part (often unconscious) in you. For example, a woman may have difficulty losing weight because she might be afraid that if she loses weight, men will be attracted to her, and this could cause her anxiety.

There are a great variety of internal conflicts (incongruence). There may be congruence problems between what you should do and what you want to do. For example, you may think you should quit drugs because they are bad for your health, but in reality you want to keep taking them because they are the only thing that makes you feel a rebel in this society.

The beliefs "*I can't*" are more difficult to identify than the "*I should*" because the person says: "*I want to but I can't*". The person appears to be perfectly consistent (it seems so) but something prevents her/him from doing what he/she wants. Usually the person thinks he is sabotaged from within (the "*terrorist*" arises). The belief "*I can't*" tends to come from unconscious impressions.

- *Impressions:*

An impression is a significant past event which led to you adopting a belief or a set of beliefs. The most relevant of past experiences is not the experience itself but the mark it left or the belief the person adopted after this experience. For example, women who were beaten during childhood often marry men who abuse them as adults, or men who were beaten as children tend to abuse their children. It is possible that people abused during childhood received the impression that this is the characteristic behaviour of fathers, mothers, husbands or wives.

A woman said: "*Sometimes I feel possessed by my mother.*" As the person grows and the body changes, typically he or she can adopt an adult's behaviour more easily. Impressions are not necessarily logical. This is an intuitive thing, which typically occurs during critical development periods.

Your adult state of being is often largely conditional to the adult models you were exposed to when you grew up.

How to change beliefs:

For example, I think trying to keep my ideal weight is next to impossible. Let's start by asking a series of questions.

What would happen if you slim again? What's stopping you? What does the fact that you haven't been able

to lose weight so far say about you? Where does the belief come from? Where have I learned it? Where have I seen it? How did it come to materialise in my life? How did it originate? How do I look for it? What were you told in your childhood? What did you hear your parents or close ones saying about you? What beliefs did you adopt as yours? What ideas did others have of you whom you believed?

Remember that gullibility is typical of childhood. If you only heard, "*you are bad*" you probably tried to live up to your idea of "*being good*" to the extent it interfered with your normal flow of life. And what does *being bad* mean to you? Answering back, shouting, speaking your mind, etc., and like this you don't live life as it is, but as the character you think you should be. But anything that is repressed in the unconscious is trying to find a way out all the time; but a tremendous effort from our conscious mind stops us doing so.

See how many opportunities life gives us at any given time to change the course of events in just a matter of a split second. These small movements are like short manoeuvres driving a car; I drive straight ahead holding on tight to the steering wheel, but just a slight movement of the wheel will take me elsewhere.

6.1 Beliefs relative to self-confidence and therefore breaks to initiative

LEARNING ACTIVITY 6.1 – BELIEFS RELATIVE TO SELF-CONFIDENCE AND THEREFORE BREAKS TO INITIATIVE

Duration	30 minutes
Objectives	<ul style="list-style-type: none"> - Understand what beliefs that avoid show initiative are. - Types of beliefs.
Guidance for the correct development	
Materials required	Supporting slides
Methodology to implement and develop	<p>The teacher will explain the belief that breaks to initiative.</p> <p>Also, will detail the different types of beliefs with several examples.</p>
Evaluation	N/A

6.2 The chained elephant

LEARNING ACTIVITY 6.2 – THE CHAINED ELEPHANT

Duration	20 minutes
Objectives	<ul style="list-style-type: none"> - Become aware of the meaning and importance of breaks we have from our childhood. - Become aware of understanding why do we behave as we do.
Guidance for the correct development	
Materials required	<p>-Paper.</p> <p>-Link to the video (https://www.youtube.com/watch?v=4gWPDf7u4TU)</p>
Methodology to implement and develop	<p>Why do we always do same things? Why routine is placed on our daily lives? What are the breaks that block us to act?</p> <p>This activity comprises two parts:</p>

	<p>1st part:</p> <p>Watch the video.</p> <p>2nd part:</p> <p>Group work, why do we visualize this video? What has its content to do with initiative?</p>
Evaluation	Share your beliefs, without forcing.

6.3 Arapesh vs Mundugumor. We moving away to see better

LEARNING ACTIVITY 6.3 – ARAPESH VS MUNDUGUMOR. EW MOVING AWAY TO SEE BETTER	
Duration	60 minutes
Objectives	<ul style="list-style-type: none"> - Become aware of the meaning and importance of emotions. - Identify their presence in daily life. - Recognise the benefits of a suitable emotional management
Guidance for the correct development	
Materials required	<ul style="list-style-type: none"> -Working document -Photocopies of chapter 37 from the book "<i>Sex and Temperament</i>" -ANNEX III
Methodology to implement and develop	<p>Divide the participants in groups of 5.</p> <p>Each person of the group is given a document to develop the contents of the activity (ANNEX III), and a copy of the text to analyse the book "<i>Sex and Temperament</i>".</p> <p>Individual reading and group sharing.</p>
Evaluation	Share your beliefs, without forcing.

6.4 Hunting tigers

LEARNING ACTIVITY 6.4 – HUNTING TIGERS	
Duration	30 minutes
Objectives	Become aware of the breaks that don't allow us to get or apply some competences.
Guidance for the correct development	
Materials required	ANNEX IV
Methodology to implement and develop	Group work, search for beliefs that generate behaviours that inhibit attitudes to take action. Each participant will complete the document of the ANNEX IV.
Evaluation	Final conclusion: Questions to the group: Depending on the experience, could we state that beliefs are inhibitors of self-confidence thus of initiative?

7 THE IMPORTANCE OF BEING RESULT ORIENTED

DIDACTIC UNIT 7 – THE IMPORTANCE OF BEING RESULT ORIENTED

Theoretical context:

Learning activity 7.1

To be result oriented, to achieve the objective, according to NLP "neuro-linguistic programming" a person must believe in three things:

- 1) Possibility: Achieving the objective is possible.
- 2) Capacity: You are able to achieve the goal.
- 3) Worthiness: You deserve to reach it.

Possibility:

First, we must be convinced that achieving the goals is possible. Otherwise, don't even try.

We are all human and not superheroes, we all have our limits. However:

- We do not know what those limits are.
- We will not find out until we face up to them.

Bear in mind that possibility is often confused with competence. We think something is impossible, but really we don't know how to do it.

Capacity:

When a person believes the goal is attainable, at least he doesn't abandon the game and keeps trying. The next barrier that arises is that when a person believes the goal is not attainable. The person himself has set a ceiling on their achievements.

Really, the only way to prove that the goal can be achieved is by actually achieving it. Until then it is not known, so it is best to believe that it is possible which is just as realistic as thinking it is impossible. You can never prove that you cannot reach a goal because proving the opposite in this sense is impossible. At the most you can say that you have not achieved it yet. So it is necessary to keep an open mind in terms of capacity.

Many people cheerfully admit to not being able to do this or that. He/she displays his/her limitations mistaking it for modesty.

First of all, language must be changed to change the way of thinking and consequently belief. In accordance with the message from the previous unit, you should stop making statements or having dialogues with oneself along the following lines:

- I can't do this.
- I can't control myself ...

By instead say:

- At the moment I can't do this, or even better, to do this I need more tools.
- I still can't control myself, but I will...

The problem with broadcasting claims of incompetence is that the outside world will believe them, and will

consequently not believe in the success of the speaker, and these statements reinforce the belief in an endless downward spiral. Also, a dialogue with oneself leads to us putting limitations to our capacities.

Another way to limit capacities is making excuses in advance. This is a pattern of behaviour that anticipates why you are going to fail and paves the way for failure. In fact, our whole body is prepared to deal with the failure which prevents us from even trying to reach the goal.

Worthiness:

Very often there is a belief one doesn't deserve the achievement. Often we may think that when something has been achieved it has been thanks to generosity or luck, but not because of one's merits.

Often also some people are convinced that if they are to find success others must fail. This is another way of having no merit in the achievement; simply attribute it to the failure of another.

In reality, achievement is 10% inspiration and 90% of perseverance, as Beethoven said.

Learning activity 7.3

An objective is a dream with legs. In this context "*dream*" must be understood as a synonym for a desired state, an aspiration. The objectives are what make us move forward and get moving. They are what we want to achieve. They form the purpose of our actions. What is the difference between having a dream and wanting to achieve an objective?

For a dream to become an objective three conditions should be met:

- **First:** Quantification.
- **Second:** Period of time.
- **Third:** Plan of action.

There are **seven golden rules** that are very useful for setting objectives on both a personal and professional level as well as for business purposes.

- 1) The objective should be expressed in a positive manner.
 - What are you after, what do you desire? Use the present tense.
 - What more do you want than what you have now?
 - What would you rather have?
- 2) The objective must be specific and measurable.
 - What exactly will you see, hear or feel when the objective is reached?
 - How long do you need to achieve it?
 - When do you want to achieve it?
- 3) Decide how and when to measure progress in meeting the objective.
 - How do you measure your progress towards the objective?
 - How often do you measure progress?
 - How do you know you've achieved the objective?
 - How do you check you are on the right track towards the objective?

- 4) Organise the resources you'll need on the way towards the objective.
 - What resources (objects, people, time, models, and qualities) will you need to achieve your objective?
 - Which one do you already have?
 - Where will you find the others?
- 5) Be proactive.
 - To what extent are you in control of meeting the objective?
 - What will you do to meet it?
 - What can you offer others so that they are interested in helping?
- 6) Pay attention to the impact of the consequences beyond yourself.
 - What are the consequences for other significant people?
 - Can you get an idea of the impact from others' points of view?
 - What is the cost in time, money and opportunity?
 - What is it that you may have to give up?
 - How will reaching the objective or the period immediately before that affect the balance between different aspects of your life?
- 7) Work out a plan of action.

An objective, especially a long-term one, may seem daunting. An “*Action Plan*” splits the goal into small steps, each of them clearly tangible, attainable. This is your road map. Your GPS which clearly tells where you are on your journey.

The more ambitious and complex the objective, the easier the tasks can be tackled when it is broken down in bits.

SMART Technique:

Setting objectives is the first of the actions if you want results but setting these objectives without principles does not serve any purpose.

What is S.M.A.R.T.?

SMART is an abbreviation used for a set of principles to aid us in clarifying and setting our goals adequately.

The objective is subject to the following principles:

S - Specific **M** - Measurable **A** - Achievable **R** - Realistic **T** - Time (in time)

Specific: Make sure that when you are setting your objectives, each one has a specific action. Why? Because a generic objective, e.g. to become the leading national brand of a product, must be translated into specific action that specify how to achieve that objective. E.g. to improve characteristics x of the product, improve marketing in a certain area ...

Measurable: How long does it take to travel the galaxy? Can you answer...? An objective that cannot be measured does not serve our purpose as it does not contribute anything quantifiable to reaching our goals and, even worse, we cannot confirm whether the goal is reached or not.

Achievable: How long does it take to travel the galaxy? Setting oneself unattainable objectives does not

contribute anything to our planning; it only feeds our frustration. The function of an objective is to enable a goal, not to obstruct it.

Realistic: I want to be the richest man in the world in a month? ... Being unrealistic when setting an objective discourages us and demotivates us to keep fighting for our goals. An objective should be an incentive to us, it should push us towards attaining it, it should challenge us in difficult times and should force us to fight to exhaustion to getting it; setting an unrealistic objective does not evoke the above feelings.

Time: Someday I will start a business? ... Some day ... Working with deadlines is the only way to break the immobility of an eternal goal. If an objective does not have clear deadlines, then it is an open objective and an open objective is an eternal objective.

Learning activity 7.4

It is beyond doubt that subjectivity of people plays a significant role in defining and setting out our objectives. The 7 keys to defining objectives we mentioned earlier help us focus on our objectives and avoid making the most common mistakes when working with objectives. There are however some psychological issues that sometimes can distract us.

Research shows that unconsciously we develop routines or heuristics to cope with the complexity inherent in most decisions we make, and somehow result-oriented working one of these decisions can be considered. Some take on the form of wrong sensory perceptions, others take the form of damage, others seem irrational anomalies in our thinking. But what makes them so dangerous is that they are invisible; we don't recognise them before it's too late.

Even when it is not possible to free the mind from these flaws, we can learn to understand and counteract them.

The trap of anchoring: This relates to the fact that we place disproportionate weighting on the first information we receive on a particular issue

Becoming stuck (The status quo trap): We instinctively stay with what seems familiar. Thus we look for decisions that involve the least change.

Protection of previous elections (The sunk cost trap): We all tend to make choices that justify our past decisions, even if these are no longer valid.

See what one wants to see (The confirming evidence trap): This trap leads us to look for information that supports our point of view while avoiding information that contradicts it. This is because we are faced with two fundamental psychological forces at work:

- 1) Tendency to resolve subconsciously what we want to do before thinking about why we want to do it.
- 2) Tendency to be more attracted to what we like than to what we dislike.

Raising the question wrong (The framing trap): How a question is framed can have a marked impact on the answer you select. The same is true in decision-making. If you frame your problem poorly, you're unlikely to make a smart choice.

The overconfidence trap.

Dazzled by dramatic events (The recall ability trap): Because we frequently base our predictions about the future on our memories of the past, we can be overly influenced by dramatic events which leave a strong impression on us. That is why we all exaggerate the probability of rare but catastrophic occurrences. Anything that distorts your ability to remember facts calmly, distorts your assessment of probabilities.

Skip relevant information (The incomplete information trap).

Bias of probability and calculation (The prudence trap).

Mistaking coincidences for miracles (Being surprised by surprised trap): The best protection against all psychological traps is being aware of them. Although it is not possible to totally eliminate distortions rooted in how the mind works, if tests and disciplines to discover and counteract reasoning errors are introduced in the decision-making process you may prevent misjudgements.

In addition, working from seeing failures as mistakes, will help us to address the emotion of frustration and therefore generate behaviour which is conducive to achieving our objectives.

Learning activity 7.6

In many organizations, people are asked to write work objectives for themselves and for others as part of their company's performance planning and appraisal process. For some, this is a new experience. For many, it is a difficult one. The same thing happens when we want to establish objectives in our personal life. Most of the times it's really difficult because we prefer people tell us what to do, that is, to solve our problems.

7.1 Possibility, capacity and worthiness. "Empty your cup"

LEARNING ACTIVITY 7.1 – POSSIBILITY, CAPACITY AND WORTHINESS. "EMPTY YOUR CUP"	
Duration	30 minutes
Objectives	<ul style="list-style-type: none"> - Establish a comprehensive definition of the concept objective which reflects the concerns of all participants, allowing all attendees to start from the same base. - Be aware that being result oriented is marked by the definition of objectives which help us not "to give up" and to develop initiative.
Guidance for the correct development	
Materials required	Paper
Methodology to implement and develop	<p>Individual dynamics where each attendee must note down on a blank sheet what they understand by objectives.</p> <p>After writing down the definition by each individual, teams of 4 people collect the definitions and come to one single definition that reflects the concerns of all team members.</p> <p>The teacher will explain the theoretical context.</p>
Evaluation	<p>Share some of their objectives with the others.</p> <p>Establish a comprehensive definition of the concept objective which reflects the concerns of all participants, allowing all attendees to start from the same base.</p>

7.2 Is it necessary to work and define our objectives?

LEARNING ACTIVITY 7.2 – IS IT NECESSARY TO WORK AND DEFINE OUR OBJECTIVES?	
Duration	30 minutes

Objectives	Apply a systematic action within your working environment for the students and for themselves.
Guidance for the correct development	
Materials required	Paper
Methodology to implement and develop	<p>The aim of framing this concept inside a theoretical context stems from the need to know the influence of setting objectives to address our self-motivation, something that will help us create and define objectives that are within the potential and attainable capacities of each individual and thus make us take action, what means develop INITIATIVE.</p> <p>So ultimately, leave the verbal distinction of being as opposed to doing behind.</p> <p>Ask the attendees to think of a positive and pleasant situation. Hand out a sheet with several questions to the attendees, tell them to read them after which they will have to answer. During the course of answering these questions, the attendees will become aware that setting objectives is a continuous task, and how these help them succeed.</p>
Evaluation	<p>Share some of their positive experiences</p> <p>Be aware of the relationship between success, initiative and objectives.</p>

7.3 The 7 keys to setting objectives. How we do it?

LEARNING ACTIVITY 7.3 – THE 7 KEYS TO SETTING OBJECTIVES. HOW WE DO IT?	
Duration	60 minutes
Objectives	<ul style="list-style-type: none"> - Present techniques and methodologies. - Develop the basics of the methodologies for defining objectives. - Apply a systematic action within your working environment for the students and for themselves.
Guidance for the correct development	
Materials required	<ul style="list-style-type: none"> -Paper -Colour markers -Flip chart
Methodology to implement and develop	<p>Team work:</p> <p>Put participants into groups of 4, and hand out subject material (flip charts, markers). Ask them to think about techniques and dynamics which from their point of view are valid to define and meet objectives</p> <p>Classify them and check they meet the 7 keys that must be taken into account in working with objectives.</p>
Evaluation	<p>See the importance of working goals in the present and always from a positive approach.</p> <p>The importance of motivation.</p>

7.4 Are my emotional states of being a heuristic? Do my emotions affect setting an attaining my objectives and therefore break our initiative?

LEARNING ACTIVITY 7.4 – ARE MY EMOTIONAL STATES OF BEING A HEURISTIC? DO MY EMOTIONS AFFECT SETTING AN ATTAINING MY OBJECTIVES AND THEREFORE BREAK OUR INITIATIVE?	
Duration	60 minutes
Objectives	<ul style="list-style-type: none"> - Recognize psychological traps that make it impossible to make an adequate decision. - Show that emotions also play a role in setting and achieving objectives and therefore determine our initiative.
Guidance for the correct development	
Materials required	Video developed by the project
Methodology to implement and develop	<p>Individual work:</p> <p>Self-reflection. Identifying emotions during attempts to achieve objectives that have not been attained.</p> <p>Team work:</p> <p>Sharing.</p> <p>Viewing scenes from film <i>"The Emperor's Club"</i>.</p>
Evaluation	<p>Share some of the reflections.</p> <p>Be aware of the importance to take into account our emotional states.</p>

7.5 Me and my frustration

LEARNING ACTIVITY 7.5 – ME AND MY FRUSTRATION	
Duration	35 minutes
Objectives	<ul style="list-style-type: none"> - Discover what frustrates us. - Begin to see the importance of asking ourselves the right questions to become aware of our reality. - Be aware that emotions are generated by thoughts.
Guidance for the correct development	
Materials required	Link to the video (www.youtube.com/watch?v=D-dAFbkMBwc)
Methodology to implement and develop	<p>Individual work:</p> <p>Think back of a situation where you felt frustrated. How do I cope with failure? What went through your head? What did you do to overcome that feeling? What thoughts did you have? And what behaviour?</p> <p>Watch the video: Results-oriented, which shows that if things are approached from each one's own reality, and despite many obstacles, things can be achieved.</p> <p>Group discussion:</p>

	What do these scenes suggest to you?
Evaluation	Each participant might suggest, respectfully whatever he/she wants. Without forcing participation, voluntarily.

7.6 The power of language. The art of asking

LEARNING ACTIVITY 7.6 – THE POWER OF LANGUAGE. THE ART OF ASKING	
Duration	30 minutes
Objectives	<ul style="list-style-type: none"> - See, on an individual level, the importance of seeing things as an error and not as a failure. An error implies responsibility and failure victimhood. - Be aware of the importance to ask yourself the right questions in order to set yourself the necessary objectives. - Address and apply the key questions and listen to the answers.
Guidance for the correct development	
Materials required	<ul style="list-style-type: none"> -Paper -Bull's-eye -Darts
Methodology to implement and develop	<p>Ask a volunteer from the group to come forward. This volunteer will leave the room.</p> <p>Now make groups of 3. Think of 3 open questions that can be asked to the volunteer. The idea is for him/her to throw the dart in the bull's eye. Guiding is not allowed, only 3 questions per group.</p> <p>The trainer explains to the volunteer what to do, provides some darts and blindfolds him/her. When the volunteer enters the room, he/she is blindfolded and has some darts to throw at a dartboard. The rest of the group will have to write 3 questions to get the volunteer to take off the blindfold throw the darts and hit the bull's eye.</p> <p>Group discussion:</p> <p>What do you think?</p>
Evaluation	Each participant might suggest, respectfully whatever he/she wants. Without forcing participation, voluntarily.

7.7 Decalogue to settle initiative

LEARNING ACTIVITY 7.7 – DECALOGUE TO SETTLE INITIATIVE	
Duration	40 minutes
Objectives	Each participant will reflect on their behaviour in different areas of their lives: work, personal, social.
Guidance for the correct development	
Materials	Paper

required	
Methodology to implement and develop	<p>Each participant will write in a folio the 10 negative behaviours that he has and that have been damaging him in his life. With the knowledge acquired about initiative, self-confidence, breaks, etc.</p> <p>On another page you should write a Decalogue, a commitment for each of the behaviours you wrote in the previous page, it will be recommended not to make commitments that you cannot fulfil.</p> <p>He will then be asked to destroy the page where he wrote his 10 negative behaviours.</p>
Evaluation	Each participant will write their personal commitment.

8 GRADUATION

8.1 If you had been the Wright brothers advisory, what had you done to implement initiative and avoid them to throw in the towel?

LEARNING ACTIVITY 8.1 – IF YOU HAD BEEN THE WRIGHT BROTHERS ADVISORY, WHAT HAD YOU DONE TO IMPLEMENT INITIATIVE AND AVOID THEM TO THROW IN THE TOWEL?	
Duration	60 minutes
Objectives	<ul style="list-style-type: none"> - Analyse all the key aspects necessary to develop initiative. - Summarize all concepts develop along the course.
Guidance for the correct development	
Materials required	-ANNEX V -Flipcharts
Methodology to implement and develop	<p>In groups of 4, they will read the case individually but will work together answering to all questions that are written in the document.</p> <p>A spokesperson from each group will read answers.</p> <p>All groups, using answers, will try to establish a Decalogue of the necessary things to work initiative.</p>
Evaluation	Each participant might suggest, respectfully whatever he/she wants. Without forcing participation, voluntarily.

ANNEXES

ANNEX 0 – What is it and what does this concept mean?

The Eagle and the Chickens – A story about being who you are meant to be

A long time ago in a remote valley, there lived a farmer. One day he got tired of the daily routine of running the farm and decided to climb the cliffs that brooded above the valley to see what lay beyond.

He climbed all day until he reached a ledge just below the top of the cliff; there, to his amazement was a nest, full of eggs. Immediately he knew they were eagle's eggs and, even though he knew it was profoundly un-ecological and almost certainly illegal, he carefully took one and stowed it in his pack; then seeing the sun was low in the sky, he realized it was too late in the day to make the top and slowly began to make his way down the cliff to his farm.

When he got home he put the egg in with the few chickens he kept in the yard. The mother hen was the proudest chicken you ever saw, sitting atop this magnificent egg; and the cockerel couldn't have been prouder.

Sure enough, some weeks later, from the egg emerged a fine, healthy eagle. And as is in the gentle nature of chickens, they didn't balk at the stranger in their midst and raised the majestic bird as one of their own.

So it was that the eagle grew up with its brother and sister chicks. It learned to do all the things chickens do: it clucked and cackled, scratching in the dirt for grits and worms, flapping its wings furiously, flying just a few feet in the air before crashing down to earth in a pile of dust and feathers.

It believed resolutely and absolutely it was a chicken.

One day, late in its life, the eagle-who-thought-he-was-a-chicken happened to look up at the sky. High overhead, soaring majestically and effortlessly on the thermals with scarcely a single beat of its powerful golden wings was an eagle!

"What's that?!", cried the old eagle in awe. *"It's magnificent! So much power and grace! It's beautiful!"*

"That's an eagle", replied a nearby chicken, *"That's the King of the Birds. It's a bird of the air... not for the likes of us. We're only chickens; we're birds of the earth".*

With that, they all cast their eyes downwards once more and continued digging in the dirt.

And so it was that the eagle lived and died a chicken... because that's all it believed itself to be.

Application of the story: *Many people live their lives not knowing who they really are because of their limited environment. They allow their environment and people around them to shape how they think, act and live their lives.*

The three questions – There is always a way

King Akbar was very fond of Birbal. This made a certain courtier very jealous. Now this courtier always wanted to be chief minister, but this was not possible as Birbal filled that position. One day Akbar praised Birbal in front of the courtier. This made the courtier very angry and he said that the king praised Birbal unjustly and if Birbal could answer three of his questions, he would accept the fact that Birbal was intelligent.

Akbar always wanting to test Birbal's wit readily agreed. The three questions were:

1. How many stars are there in the sky?

2. Where is the centre of the Earth?

3. How many men and how many women are there in the world?

Immediately Akbar asked Birbal the three questions and informed him that if he could not answer them, he would have to resign as chief minister.

To answer the first question, Birbal brought a hairy sheep and said, *“There are as many stars in the sky as there is hair on the sheep’s body. My friend the courtier is welcome to count them if he likes.”*

To answer the second question, Birbal drew a couple of lines on the floor and bore an iron rod in it and said, *“This is the center of the Earth, the courtier may measure it himself if he has any doubts.”*

In answer to the third question, Birbal said, *“Counting the exact number of men and women in the world would be a problem as there are some specimens like our courtier friend here who cannot easily be classified as either. Therefore if all people like him are killed, then and only then can one count the exact number.”*

Application of the story: *There is always a way.*

ANNEX I – Am I able to take initiative?

Personal Growth Initiative Scale (PGIS) By Christine Robitschek, Ph.D.

Please use the scale below to indicate the degree to which these statements accurately describe you. There are no rights or wrong answers.

1 – Definitely disagree | 2 – Mostly disagree | 3 – Somewhat disagree | 4 – Somewhat agree | 5 – Mostly agree | 6 – Definitely agree

		1	2	3	4	5	6
1.	I know how to change specific things that I want to change in my life.						
2.	I have a good sense of where I am headed in my life.						
3.	If I want to change something in my life, I initiate the transition process.						
4.	I can choose the role that I want to have in a group.						
5.	I know what I need to do to get started toward reaching my goals.						
6.	I have a specific action plan to help me reach my goals.						
7.	I take charge of my life.						
8.	I know what my unique contribution to the world might be.						
9.	I have a plan for making my life more balanced.						
TOTAL							

ANNEX II – The grasshopper and the ant. How to develop perseverance

The Japanese bamboo

You don't have to be a farmer to understand that a good harvest requires a good seed, good fertilizer and constant watering. It is also obvious that those who work the land do not wait impatiently in front of the sown seed, cheering it on, shouting with all their might: *"Grow, come on grow!"*

There is a very curious fact about Japanese bamboo, which makes it unsuitable for the impatient: You sow the seed, you fertilise it and take care of watering it constantly.

During the first few months nothing significant happens. As a matter of fact, nothing happens to the seed for the first seven years, to the point that an inexperienced farmer would be convinced that he bought infertile seeds.

However, in the seventh year in a period of six weeks the bamboo plant grows over 30 meters! Does it only take six weeks to grow? No, the truth is that it took seven years and six weeks to develop. During the first seven years of apparent inactivity, this bamboo was creating a complex root system that would allow it to sustain the growth after seven years.

In everyday life, we often want quick solutions and immediate triumphs, without understanding that success is simply the result of internal growth and that that takes time. Similarly, it is necessary to understand that we are often in situations where we believe that nothing is happening. And that can be extremely frustrating.

In those moments (that all of us have), remember the ripening cycle of the Japanese bamboo, and accept that while we don't give up or abandon because of not *"seeing"* any of the results we expected, something is happening inside us: we are growing, maturing.

Those who do not give up, gradually and imperceptibly create habits and the spirit that will enable them to sustain success when it finally materialises. If you do not get what you desire, do not despair. Maybe you are just taking root.

The woman with the three hairs

A very wise woman woke up one morning, looked in the mirror and noticed she had only three hairs on her head.

"Hmmm" she thought.... *"I think I'll braid my hair today."* So she did and had a wonderful day.

The next day she woke up, looked in the mirror and noticed she had only two hairs on her head. She said: *"I think I'll part my hair down the middle today."*

So she did and had a grand day. The next day she woke up, looked in the mirror and noticed that she had only one hair on her head. *"Well,"* she said ... *"Today I'm going to wear my hair in a ponytail"* So she did, and had a fun, fun day.

The next day when she woke up, she ran to the mirror and noticed that there wasn't a single hair on her head. *"Great!"* she exclaimed... *"I don't have to fix my hair today!"*

YOUR ATTITUDE IS EVERYTHING. LIFE IS NOT ABOUT WAITING FOR THE STORM TO PASS BUT LEARNING TO DANCE IN THE RAIN.

Jack the young surfer

This is the story of Jack, a young surfer, who just 17 was one of the promises in the world of surfing. That same year, a giant wave shattered his dreams; a serious accident left him out of all competitions. While he was getting better, he spent whole days playing guitar and writing songs on the beach. But surfing was still on his mind, and he had to do something to pursue his passion. So one day he decided to travel to California to study film in order to make a film about the world of surfing.

After some 5 years, together with some friends he made his first film which was critically acclaimed in the surf scene. Perseverance was eventually rewarded. Although the fact that he achieved his objectives was already a success to him, more surprise was yet to come.

The soundtrack he had used was still to come. The soundtrack he used were precisely the songs he composed on the beach after the terrible accident. These songs with deep feelings about those times attracted the attention of famed musician Ben Harper, who signed Jack to his label: this was only the first record of a career that still continues today. We're talking about Jack Johnson.

ANNEX III – Arapesh vs Mundugumor. We moving away to see better

We're going to New Guinea, with Margaret Mead, a daring, unconventional, very interesting, albeit controversial scientist. "*Sex and Temperament*" is a beautiful book about anthropology with which Margaret Mead tries to answer a question: Are the so-called femininity and masculinity biological traits or cultural products? To find out, she went to study three tribes of New Guinea: the Arapesh, the Mundugumor and Tchambuli. Despite living relatively close to each other, less than 200 km, the differences are striking.

Arapesh:

Behaviour of the tribe:

Beliefs of the tribe:

Emotions of the tribe:

Mundugumor:

Behaviour of the tribe:

Beliefs of the tribe:

Emotions of the tribe:

Write three statements each, which we believe are indisputable to us.

Belief:

What behaviour does it lead to? Is it useful to me?

What behaviour acts as an inhibitor?

What emotions are behind these behaviours?

Behaviour:

Emotion:

Consider possible alternatives to beliefs....

What does it entail to find alternatives?

How does it affect behaviour? And emotions?

ANNEX IV – Hunting tigers

Exercise 1: Reflecting on the most useful beliefs

As we know, a certain external stimulus can be understood in different ways. The purpose of this activity is to find different interpretations in a specific incident.

Based on the given action, write down 3 beliefs and single out the most useful one:

1. In the middle of a meeting a colleague says that decisions are always taken by the same people:

--

2. The manager tells you, in a face to face situation, that your work is poor in some respects:

--

Exercise 2: Beliefs generate behaviours

Interpretations lead to a reaction in the form of behaviour (doing nothing is also interpreted as a behaviour).

The purpose of this exercise is to reflect the different behaviours that arise from a particular belief. Write two different types of behaviour derived from each of the following beliefs:

Belief 1: Students come to class just to play and waste time.

Behaviour 1:

--

Behaviour 2:

--

Belief 2: Initiative is a way to waste time.

Behaviour 1:

--

Behaviour 2:

--

Now write down an inhibitor belief and booster belief that generate, respectively:

Belief 3:

Behaviour 1:

--

Behaviour 2:

--

Belief 4:

Behaviour 1:

--

Behaviour 2:

--

ANNEX V – If you had been the Wright brothers advisory, what had you done to implement initiative and avoid them to throw in the towel?

The Wright brothers. The owners of a bicycle shop who changed the world by building the first plane that flew

The Wright brothers, Wilbur and his four year younger brother Orville. They always got along very well and shared both games and work. Even as children, both of them were passionate about machines, and when they grew up, they opened a bicycle shop which was an overnight success because of their technical skills.

Orville contracted typhus and had to stay in bed for more than three months, but even so, there was no room in his head for anything but flying. During his illness he read ferociously about his passion, and one day, while he was glancing through a newspaper, he was very upset to learn that Otto Lilienthal, who had dedicated a great part of his life to the study of the flight of birds and had made the best gliders of that time, had died when his new glider stalled in mid air and fell from about 15 meters. Lilienthal made more than 2,000 experimental flights, some of which as far as 30 metres.

The Wright brothers were very eager to learn, always setting goals for themselves, and looking for objectives to work towards. When they were little, their father gave them a rubber band powered toy helicopter invented by a Frenchman named Pénau. They were fascinated how this “*thingy*” made of wood and paper could fly.

-“*Let me fly it*”, Orville said to Wilbur ... they were excited, throwing it in the air over and over again until it broke. But instead of just forgetting about it, they started to make a replica of the toy but twice as big.

-“*I've doubled all the measurements of the one our father gave us*”, Wilbur told Orville, yet his invention didn't fly. But instead of getting discouraged, they said: “*Let's try again.*” And so they did.

The Wright brothers did not know that by making a bigger and heavier device they should have tensed the rubber band that made the propeller spin, they did not know that because the device was twice as heavy, they should have provided it 8 times more power. However, the lack of knowledge did not prevent them from going ahead and they started to study and learn everything that could help them.

As adults, and even with one of the brothers convalescing, remembering their exploits when they made the replica of the flying toy their father gave them, and with the passion they still felt for everything that had to do with flying, they decided to make a glider.

-“*That's it, we'll do it*”, Wilbur said. However, Orville, more patient, replied, “*We must first study and prepare well*”, and from then on the submerged in the world of flying.

- “*According to the calculations we've made and I'm sure they're correct, it won't be too difficult to get it up, but the trickiest part is to keep the glider balanced in flight because if it goes down, it can plummet*”, said Wilbur.

- “*I don't think that's a major problem, with practice we'll manage to master it*”, replied Orville.

- “*I know that sooner or later we will master the flying technique, but don't forget that poor Lilienthal. In spite of the more than 2000 experimental flights he made, and mastering the technique, he lost his balance and fell, which means that the problem is in the fuselage*”.

Another problem, which did not make them throw in the towel, but instead they kept on going, asking them the following question: “*What else can we do?*” In spite of the difficulties, they continued to look for solutions instead of waiting for somebody else to give them the solution, and they continued to look for ideas, to study and to be patient.

Wilbur said, *"I guess we'll have to make the wings to give them mobility similar to that of birds, so that they can go up and down as they please"*, and his brother Orville added:

- *"Yes, I think it's a good idea, but in that case I'm inclined to put them independently of each other"*. Wilbur, however, believed that this wouldn't work, and showed his brother a model using the handlebars of a bike *"It would be impossible to keep the balance"*...

And so, the time went by, and in spite of their mechanical know-how, they were unable to come up with a solution, and they began to despair, but they decided to keep trying things, they continued to observe the flight of the birds, and they discovered that in order to keep their balance, the birds were inclining their wings, but somehow they were not able to materialise this idea into something tangible. One day while Wilbur was in his bike shop, a customer came in to have a puncture repaired, and when he took the inner tube out of the box, he observed the warping of the box and *"voila"*, he found the solution to their problem.

Wilbur took his bike and sped to his brother's house:

- *"I have found a way to move the wings"*, he said to Orville, *"look at this box and twist it"*. Despite him being sceptical, he did what Wilbur told him. His face changed, *"You're right"*, he exclaimed. *"Brother, we'll get to work right away"*.

- *"Wait, don't be hasty"*, said Wilbur, *"we should make a kite first"*, and they did, they made a kite, and the test was a great success. But they didn't settle for that and decided to make a glider.

- *"What material are we going to use?"* Orville asked his brother. *"We'll use a lightweight wood and fabric for the wings, and the material we have in the workshop for the rest"*, Wilbur replied.

Our brothers had a clear objective in their heads and would not give up until they achieved it. And without having much money, they managed to make their first glider, using the material from the bike shop.

But another setback came up, *"Where are we going to do the test flight?"* It was clear to them that it had to be a fairly large site with strong stable winds in one direction only. After some research, they found the perfect spot, a hill known as Kitty Hawk in North Carolina, where the wind always blew at a speed of about 50-60 km/hour. And off they went, and completed their first successful test.

In spite of the success, the following year they built another glider achieving a flight of 118 meters but they were unsatisfied with the lack of stability of the model. Wilbur, began to despair, and almost threw in the towel..., but perseverance and patience and study helped him take a step further, creating a test tunnel, studying the aerodynamics with small models and thus obtaining data without having to go to Kitty Hawk. With the results obtained from the tests they discovered that there was a mistake in the calculations of other researchers in lifting power and tried to find the correct calculation.

With these tests they discovered that until now the relationship between the angle, the lifting power and the calculation of the air resistance was not correct.

And finally, the Wright brothers managed to fly their third glider, with the data obtained on the test bench, breaking a series of records: distance flew height and size of the fuselage. However, still not satisfied, they continued advancing and thanks to their initiative, they decided to fit an engine so that it could fly powered by its own force, an airplane.

- *"But in order to fly, we need at least an 8-horsepower engine and a weight of less than 91kilos, but where do we find a place where they make such a special engine?"* Taylor, the bike shop assistant offered to do it: *"I have some experience in these matters"* he told Wilbur, and they got down to business, once again, not throwing in the towel.

Finally, on December 17, 1903 the first motor-powered flight took place. Wilbur flew 37 meters lasting 12 seconds and ..., the Wrights performed 4 more tests that same day, the fourth test lasting 59 seconds over a

distance of 260 meters. Four hundred years after Da Vinci made his first sketch, the Wright brothers flew the first motor-powered flight without using the wind.

Let's look at the case:

What characteristics do you think define the Wright Brothers?

Do you consider the Wright Brothers to be people with initiative?

What behaviour did they display that make you think they are people with initiative?

Do you see the perseverance, patience and constancy? Analyse the actions of the Wright brothers that support the claim that they are people with initiative:

Did they act in an orderly fashion? What makes you say that?

What do you think are the main obstacles that at some point made them "throw in the towel"? What makes you say that?

What emotions were behind it?

Write up a Decalogue of behavioural patterns, actions that led the Wright Brothers to invent the first airplane: