

# sky4.0



Change Adaptability  
*Sky 4.0 curriculum*



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CURRICULUM PLAN.....	iii
1 INTRODUCTION .....	<b>Error! Bookmark not defined.</b>
1.1 Ice Breakers .....	<b>Error! Bookmark not defined.</b>
2 DEFINITION OF THE CONCEPT.....	2
2.1 Definition and importance of concept.....	4
2.2 How I stand before the soft skills.....	5
2.3 Demonstrate my ability yo change .....	5
3 LEARN TO FIGHT PERSONAL RESISTANCE.....	6
3.1 Self-Knowledge: Work on me .....	11
3.2 Understand change: Work on adaptability.....	13
4 IMPROVE OF CHANGE ADAPTABILITY.....	17
5 FINAL DYNAMICS.....	18
ANNEXES	
ANNEX I – TREE OF WORDS.....	20
ANNEX II – PERSONAL REFLECTION .....	21
ANNEX III – REACTION DIAGNOSIS .....	23
ANNEX IV – MANAGE THE EMOTION .....	25
ANNEX V – BUILD YOUR OWN HOME.....	26
ANNEX VI – PROMISING JOB .....	27

## CURRICULUM PLAN

<i>Didactic Unit</i>	<i>Time</i>	<i>#</i>	<i>Effects of Didactic Unit</i>
<i>Introduction (60')</i>	60'	1.1	<p>The goal will be to create a space for discussion and sharing, that allows, from the first moment, to break down barriers and enable the trainee that his posture during the training will condition his learning.</p> <p>The trainer will seek to clarify the objectives of the training, as well as raise the formative expectations of each of the participants. Finally, the trainers will work on the question "How can I show my ability to change?"</p>
<i>Definition of the concept (180')</i>	45'	2.1	<p><b>Definition and importance of concept</b></p> <p>The trainers will continue to work on the question "How can I show my ability to change?", by exploring the concept of change adaptability.</p>
	50'	2.2	<p><b>How I stand before the soft skills</b></p> <p>The trainers will continue to work on the question "How can I show my ability to change?", by exploring with the trainees their own position when dealing with change.</p>
	85'	2.3	<p><b>Demonstrate my ability to change</b></p> <p>The trainers will continue to work on the question "How can I show my ability to change?", by exploring with the trainees the mechanisms to demonstrate their change adaptability, specifically in the job market.</p>
<i>Learn to fight personal resistance (420')</i>	90'	3.1	<p><b>Self-knowledge: Work on me</b></p> <p>The trainers will work on the question "How can I fight my personal resistance?", by exploring with each trainee their behaviour and attitude towards change.</p>
	330'	3.2	<p><b>Understand change: Work on adaptability</b></p> <p>The trainers will work on the question "How can I show my ability to change?", by teaching strategies and mechanisms to achieve successful change.</p>
<i>Improve of change adaptability (150')</i>	150'	-	The trainers will work on the question "How can I improve my change adaptability?" with the participants.
<i>Final Dynamics (150')</i>	150'	-	<p>The trainers will train change adaptability during a role play in a practical context. The final goal is to implement changes in work context, specifically the position/job role in reference. To that, this exercise should include the middle managers or a person responsible, in order to act as a support and represent the company. The trainer will also:</p> <ul style="list-style-type: none"> <li>- Understand if the learning obtained is being implemented in the correct way.</li> <li>- Do the final evaluation of the course.</li> </ul>

# 1 INTRODUCTION

## DIDACTIC UNIT 1 - INTRODUCTION

### Theoretical context:

The job market is constantly changing. The type of qualifications required has been changing and the role of the machine has been strengthened. If, on the one hand, technology is gaining more and more space in all sectors, on the other, this same increase has led to a growing demand for professionals: companies give more tools, but in parallel demand more profitability. Competition is fierce, both business and professional, so it is up to man to reinvent himself and put his skills at the service of productivity.

The main goal of this training is to facilitate change, empowering everyone with tools that allow him not only to survive, but principally improve in this rapidly changing world.

So, it is intended that each individual will work on his or her personal adaptability, improving:

- ✓ Ways to build resilience and tools to improve emotional intelligence
- ✓ Techniques to overcome personal resistance and leave the comfort zone
- ✓ The cognitive and emotional flexibility to change
- ✓ Engage in continuous learning and in a critical way of thinking

### Learning Activity 1.1 and 1.2

The goal will be to create a space for discussion and sharing that allows, from the first moment, to break down barriers and aware the trainee that his posture during the training will condition his learning.

That said, we will seek to clarify the objectives of the training, as well as raise the formative expectations of each of the participants.


In concrete:

- Why this soft skill might be important for his academic and professional live.
- what they expect from the course.
- How they think they can contribute to the development of the course objectives.
- What the student is going to do to make the course successful.

## 1.1 Ice breakers

### LEARNING ACTIVITY 1.1 - COME AND KNOW SKY 4.0 PROJECT!

<b>Duration</b>	15 minutes
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Awaken the interest in the participants for the topic to be presented.</li> <li>• Listed the key soft skills identified by the project SKY 4.0.</li> <li>• Acknowledge the existence of sky 4.0 project and its objectives.</li> <li>• Understand why soft skills are relevant for the future of aviation.</li> </ul>

	<ul style="list-style-type: none"> <li>The activity will introduce and strengthen the soft skills necessary for the implementation of industry 4.0 in the aviation sector.</li> </ul>
<b>Guidance for the correct development</b>	
<b>Materials required</b>	<ul style="list-style-type: none"> <li>Sky 4.0 Video</li> </ul>  SKY video.mp4
<b>Methodology to implement and develop</b>	<ul style="list-style-type: none"> <li>This activity consists of a short video that presents the main objectives of the Sky 4.0 and the activities carried out. It put this course into context.</li> <li>Then teacher should encourage each trainee to give his / her perception of the topic.</li> </ul>
<b>Evaluation</b>	Discuss with the group the perception that each trainee has about the sky 4.0 project.

LEARNING ACTIVITY 1.2 - PORTRAIT AT FIRST SIGHT	
<b>Duration</b>	45 minutes
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Allow initial communication between trainees through a dynamic icebreaker.</li> <li>Get to know each other in the eyes of others.</li> <li>Identify your personal skills.</li> </ul>
<b>Guidance for the correct development</b>	
<b>Materials required</b>	None
<b>Methodology to implement and develop</b>	<ul style="list-style-type: none"> <li>Each trainee will have to present themselves as if they were the person on their right. The trainee should use not only visible characteristics, but also seek to identify personal characteristics through posture.</li> </ul>
<b>Evaluation</b>	Discuss with the group the outcome of the exercise: <ul style="list-style-type: none"> <li>How does the other see me?</li> <li>What are my dominant characteristics?</li> <li>Do I see myself in those characteristics?</li> </ul>

## 2 DEFINITION OF THE CONCEPT

DIDACTIC UNIT 2 – DEFINITION OF THE CONCEPT
<b>Theoretical context:</b> <b>Learning Activity 2.1:</b> Much has been written about the definition of adaptability, however when we try to find a true and simple definition it becomes difficult to filter all the information we have. Maybe because adaptability

requires different approaches: the approach of a market that is constantly changing and the approach of the individual that is himself fighting to fit and be better.

On the one hand, we have the market. The speed of technological change. The growing need to be constantly on top.

On the other, we have different individuals, with different skills, different levels of education and different abilities to learn from good or bad experiences.

So, while we create a definition, we need to consider how the individual can and should adapt himself to changing conditions in his workplace, and how he adapt the use of information while learning, so that it becomes more personal, more relevant to himself. So, the individual can see that change is leading on success, that adaptation requires will and can be learned and developed.

Therefore, the best definition will be the ability to adjust and be successful, thriving in new challenges such as structural economic changes and the use of new technologies.

### Learning Activity 2.2:

Change often comes to us as a business need, forcing us to adapt to it before we realize why the change happened.

However, for a change to be implemented and sustained requires new thinking and new tools. Requires capacity to change, but also a capacity to facilitate change. Requires that we understand that professional success is determined by both our ability to adapt to change and our own willingness to be directly responsible for our career improvement.

So, what should my position be in the face of change?

This should be the first question we ask ourselves before we even start working on strategies that will allow us to develop personal improvement mechanisms.

### Learning Activity 2.3:

Due to all this need for change, which we have already mentioned, adaptability is one of the skills most valued by employers.

Recruiters look closely at CV's and portfolios in an attempt to select the most proactive and entrepreneurial candidates for interview. During the interviews, they ask clear questions that allow them to understand whether the candidate is able to adapt to new situations.

However, it is not only in the job search process that this ability is valued. It is in everyday life. What we give to the company and the profitability we generate. The ability we have shown to adapt to new processes, new systems or technologies. Our willingness to learn and to be able to bring added value. In constant progress and daily personal evolution.

In fact, adaptability is not only an asset for the company that employs us, but also for ourselves. So that we can grow in our workplace, facilitating mechanisms that allow us to be more effective, evolving and enhancing our capabilities.

It is undoubtedly one of the most complete soft skill, or it was not through this ability to adapt that we can generate personal impact, creating tools that allow us to compete in the job market and in our personal life.

Being able to adapt to new situations allows us, on the one hand, to improve and reinvent, evolving in our workplace and, on the other, to gain personal appreciation.

The question is how can we then demonstrate our ability to change?

We suggest some support mechanisms:

1. Share experiences that prove your flexibility
2. Emphasize confidence
3. Be up to challenges
4. Motivate yourself to be continuously learning
5. Embrace emerging technology
6. Suggest alternatives
7. Anticipate change

## 2.1 Definition and Importance of the Concept

LEARNING ACTIVITY 2.1 – TREE OF WORDS	
<b>Duration</b>	30 minutes
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Understand how training can contribute to improving your personal skills.</li> <li>• Identify and commit to personal goals for training.</li> <li>• Enhance your personal abilities.</li> </ul>
Guidance for the correct development	
<b>Materials required</b>	<ul style="list-style-type: none"> <li>- Blackboard or flipchart</li> <li>- Coloured markers</li> <li>- Colourful post-its</li> <li>- Annex I (printed)</li> </ul>
<b>Methodology to implement and develop</b>	<ul style="list-style-type: none"> <li>• A tree should be drawn/pasted (if printed) on the flipboard.</li> <li>• Each trainee should write on post-it the goals they have for training (seeds they will plant to harvest in the future).</li> <li>• After writing the goal, it should be pasted to the branch of the tree.</li> <li>• In the end, the teacher should encourage reflection and sharing about the goals of the training.</li> </ul>
<b>Evaluation</b>	The trainee should be aware that his posture during the training will be reflected in the result of the same. Thus, the trainer should guide his sharing so that personal commitments for training are valued.



## 2.2 How do I stand Before the Soft Skill?

LEARNING ACTIVITY 2.2 – PERSONAL REFLECTION	
Duration	40 minutes
Objectives	<ul style="list-style-type: none"> <li>• Help to clarify each individual's attitude towards this soft skill.</li> <li>• Set personal goals.</li> <li>• The contribution of each to achieve the objectives of the other trainees.</li> </ul>
Guidance for the correct development	
Materials required	<ul style="list-style-type: none"> <li>- Annex II (Questionnaire, printed to each trainee)</li> <li>- Pen for each trainee</li> </ul>
Methodology to implement and develop	<p>Each trainee should recall the last change he had to make, then, answer the questions in the questionnaire and finally score them.</p> <p>Afterwards, the results will be shared and discussed with the rest of the group.</p>
Evaluation	<p>In the end, each trainee should be able to:</p> <ol style="list-style-type: none"> <li>1. Outline their personal goal of improvement.</li> <li>2. Understand how they can and should help the rest of the group achieve their goals.</li> </ol>

## 2.3 Demonstrate my Ability to Change

LEARNING ACTIVITY 2.3 - ONE DAY RECRUITER	
Duration	60 minutes
Objectives	<p>The trainees will understand that adapt to new situations allows us, on the one hand, to improve, reinvent, and evolving in our workplace. On the other hand, to gain personal appreciation and understand how it's possible to show our ability to change. The goal will be to build a personal brand based exclusively on soft skills, structuring them as if we were doing a CV.</p>
Guidance for the correct development	
Materials required	<ul style="list-style-type: none"> <li>- Pen</li> <li>- Paper</li> </ul>
Methodology to implement and develop	<ul style="list-style-type: none"> <li>• First stage - Instructions to the trainees: Recreate your CV taking in account your adaptability to change. Recall the support mechanisms that you have learned and value them in your CV.</li> <li>• Second stage - The teacher will ask students to sit in pairs and then simulate an interview for your current job.</li> <li>• Third stage - Discuss how each one sold their own soft skill.</li> </ul>
Evaluation	<p>With this exercise, each trainee must be able to self-analyse their competencies. You should be able to recreate a CV, not based on professional experience, but on personal skills. Each trainee must be creative to the point of being able to sell his /</p>

	<p>her adaptability skill, reflecting on not only previous experiences, but also on his / her own present and future abilities and skills.</p> <p>When discussing the techniques used, the ability to reinvent and bring profitability to the job market will be reinforced.</p> <p>At the same time, the trainee will understand what mechanisms they use and will learn about other tools that they can also use.</p>
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### 3 LEARNING TO FIGHT PERSONAL RESISTANCE

DIDACTIC UNIT 3 – LEARNING TO FIGHT PERSONAL RESISTANCE
<p><b>Theoretical context:</b></p> <p><i>Winston Churchill said that we'll never reach our destination if we stop and throw stones to every dog that barks, and while he was right in what he said, the truth is that humans tend to be resistant to change. How can we fight this tendency, creating barriers to our own personal resistance?</i></p> <p><b>Learning Activity 3.1, 3.2 and 3.3. (The teacher should choose 2 of the following dynamics)</b></p> <p>The first moment will be to know ourselves, making a self-diagnosis of our typical attitude towards situations that require readjustment on our part.</p> <p>Thus, we should be able to answer the following questions:</p> <ul style="list-style-type: none"> <li>• What is my first reaction to the proposed change?</li> <li>• Why do I react this way?</li> <li>• What conditions must be in place for me to lose fear of change?</li> </ul> <p>Therefore, we try to find our balance and understand what our strategies for success will be.</p> <p>Sometimes strategies that work in the past not necessarily work in the future, however if we are more aware of ourselves we understand what works for us, what would be our response to and finally what tools are best fit to apply to every situation.</p> <p>On the other hand, there are key strategies that work for almost everybody, but don't work for us.</p> <p>To get past this step, you will need:</p> <ol style="list-style-type: none"> <li>1. Anticipate our posture</li> </ol> <p>In order to achieve this goal, it will be necessary to make a self-diagnosis that includes understanding what we are feeling and how we are behaving.</p> <p>By realizing our reaction to certain situations, we can anticipate them. Also, by realizing our reaction to certain situations, we perceive the emotion that is associated with them and, therefore, the resulting behaviour. In the other hand, we understand if what is inhibiting us is the result of the fear of failure, insecurity in relation to a new technology, lack of support, miscommunication of the process or system, etc ... Thus, we can seek balance an unpleasant sensation, first by avoiding the moment that triggers it, and second, if we can't avoid the situation, we are already prepared for it.</p>

Being aware of what motivates us allows to reach pleasant new situations. Being aware of what disturbs allows us to try to avoid unpleasant situations.

The reaction to change and the fear associated with it is common to the human being, what differs is the way we react to it, how we experience it. So, the more we know them the more we can work them.

The scheme remains the same: if we understand personal motivation, we understand our usual behaviour and work out the reaction to the situation.

## 2. Invest in the need to change

In order to achieve this goal, we must start by understanding what the reason for the change is.

Understand that we cannot control change, but we can manage our response to it. Thus, the goal will be to stop reacting to the change and to anticipate the same change, preparing to receive it and not being afraid to face it.

The purpose is to act not on impulse but on strategy.

## 3. Be able to motivate ourselves for learning

In order to achieve this goal, we must start by realizing the advantages that learning brings us. Understand that by continuous learning we can create personal management tools that enable us to respond faster and more safely to the market.

Continuous learning enables us to gain more personal confidence on the one hand and to adapt to market changes on the other. Constant updating allows us to be one step ahead of the competition, allowing us to propose the change even before it is proposed to us. In this way we prepare for it, anticipate it, and evolve.

### **Learning Activity 3.4, 3.5, 3.6, 3.7 and 3.8 (The teacher should select activities).**

We have already studied, in the first session, the growing importance of this soft skill, but do we realize the impact it has to be able to adapt to constant change? Do we realize what we gain by working on this soft skill?

In fact, to work effectively on change adaptability we need not only to know ourselves, but also to know the need for change.

So, let's answer the question: why change?

And the answer covers two different sides:

- Because it allows us to manage time, become more creative and find new opportunities.
- Because currently change is the only constant.

Today, individuals are required to work on their personal skills to keep pace with technology. Currently, the most valued skills are those that result from the relationship between what the individual knows and is able to do, what they are predisposed to acquire and how they adapt to their environment. That is, by its ability to adapt to evolution, the individual transforms his skills, improving them, giving them more life and form. With this, we say that soft skill adaptability underlies all other skills that currently dominate the market.

Let's look at the numbers that support this idea!

The World Economic Forum says 35% of corporate skills will disappear. It goes even further and says that in particular 75 million current professions will be extinct. However, not everything is negative and, in parallel, they anticipate that about 133 million new jobs will be created. So, the balance is very positive and leads us to conclude that robots will create about 58 million jobs.

In parallel, it is believed that today's young people will change their jobs 13 times in their lifetime.

We realize as soon as new jobs and roles will emerge, some will disappear, recruitment will become more complex, and more and over a third of skills that are important in today's workplace will have changed. Skills that were once key are relegated to the background, seeking individuals who are able to adapt to evolution.

Thus, we say that in this new age centred on advanced robotics and artificial intelligence, man is not only an important asset, but one of the most important. He now uses his ability to adapt to a more effective use of technology, as technology itself is neither good nor bad, requiring those who operate it to make it effectively competitive.

His role is fundamental in managing the change process, and he is the main actor of corporate success. The more informed the individual is, the greater their ability to shape to evolution, making their jobs competitive and generating profitability for their business that will thrive in today's changing environment.

Therefore, the individual reinvents their skills by putting them to use in this digital age in a way that not only shows their personal worth but also evolves and grows professionally, embracing new challenges and opportunities.

Individual skills become dynamic according to the needs of the market itself, and it is up to the individual to find out how they will be able to position themselves in the face of change.

So, you need to work your own capacity to change by becoming YOUR PERSONAL COACH!

1. The first step is to realize what are the requirements of this soft skill. And we can summarize them as follows:

- Role flexibility
- Solving the atypical, ill-defined, and complex problems creatively
- Dealing with Uncertain/Unpredictable Work Situations
- Learning New Tasks, Technologies, and Procedures
- Demonstrating Interpersonal Adaptability

2. Then, we should use the above mechanisms, along with some strategies to achieve successful change. These strategies we now clarify:

- Awareness of the need for change
- Desire to participate in and support the change
- Knowledge of how to change
- Ability to implement the change on a day-to-day basis
- Reinforcement to keep the change in place

Let's take a moment to talk about each one of them.

## **AWARENESS:**

The first question any of us ask about the possibility of change is: why? It is human nature to want to understand the reasoning behind a required change. Also, is common that the first reaction to it is an automatically: I don't need it!

Being aware enables us to be aware of change, gaining willingness and initiative. Understanding the nature of change allows us to understand the risk of not changing and the benefits that the change brings us.

So, how can you be more aware?

- Pay attention of possible changes that occur in the workplace.
- Always communicate with your team about what you are doing, what are the difficulties and needs.
- Study, read, be aware of the market and the new demands
- And not least: ask the reason for the change, are you interested in knowing the need for change, what will you get from the change and what you would lose if it didn't happen

## **DESIRE:**

Adaptability it's more than being flexible: it's being open to things, even outside the comfort zone, and not making preconceived judgments like "I could never do this" or "It's too hard for me." It is about willing to change, having the desire that support the change, that engage the individual in a commitment to change.

Thus, the second strategy concerns our individual decision to participate in the change. Concerns self-motivating but also resilience and emotional intelligence.

So, how can you desire change?

- We should start by realizing that our comfort zone is elastic and can be increased and thus make us more adaptable people.
- Realize that change brings improvement.
- Perform an analysis of opportunities vs threats: how will the change impact on me? What's in it for me?
- Embrace the idea that each facet of your life is connected to all others: family status, financial security, career aspirations, age, health, relationships, educational background...
- Explore your personal values and motivators: how do you think, feel, act.
- Identify your personal obstacles and sources of resistance.
- Respond enthusiastically to change even when you are not willing to.
- And finally, create your own opportunities to talk openly about the change and to experiment new things. Practice daily, in everyday situations.

## **KNOWLEDGE:**

When you need to implement a change, you need to be aware of the tools, processes and systems, roles and responsibilities. It is through knowledge that you can implement change. Knowledge represents information, training and education.

So, how can you improve knowledge?

- All of us own previous knowledge, fruit of past education and work experience. You must never forget that whatever the change, there will always be aspects that will require your previous experience.
- Make use of knowledge-building activities that allows you retain the concepts and put in practice new knowledge.
- Make use of active listening and clarify all your doubts: how to operate in the future, what the steps you need to take, changes in the processes and in the systems.
- And finally, look for information: use groups, guides, forums, one-on-one coaching if necessary.

#### ABILITY:

Ability is not equivalent to knowledge. In fact, ability appears when you translate knowledge into action. And here is when the real change happens. Getting the ability to change demands time, resources and even coaching, tools that may provide the individual the ability to test, practice and develop the ability to change.

This is an individualized process since it depends on the capacities that each one already has. It will be easier to an individual that possess analytical skills to solve a new problem, but it will seem almost impossible for the same individual to adapt himself to a change that deals with social intelligence.

In both ways is possible to learn and adapt, but the time and tools spend developing the ability is completely different.

Remember: resistance comes from fear of uncertainty and not the lack of resources to put in motion change.

So, how can you improve your ability to change?

- Contradict old habits: start to choose new directions, new paths even outside work make an effort to build new habits and a more curious posture, that allows you to become an explorer instead a person who is limited by the force of habit.
- Know your physical and intellectual limitations and understand that everyone has their ones. Knowing your limitations provides mechanisms of support: you may guess how much time you need to spend learning the change, also you can identify possible individual strategies to overcome these limitations.
- Give you time. Even when the change is “for yesterday”, don’t panic. Provide yourself the time you need to build you own capacity. Design a plan and follow them.
- Evaluate the resources you have available and find alternative solutions (build a plan for each possible scenario).
- Show confidence on yourself, you will possibly need to accept new roles and responsibilities.
- And finally, take responsibility. Cross the bridge between what you have learn and the way you will apply it. Improve your professional and personal life.

#### REINFORCEMENT:

This is the phase in which you build. You have already explored alternatives and have become aware that change must happen. Then, you put it in motion. Now, you should try to keep the habits you changed: rebuild, restart and restructure.

- Is by reinforcement that you can sustain a change, but for that to happen you need to use some support mechanisms.
- Always scan the environment. Be aware of the amendments change requires and scan the problem on all its faces.
- Setbacks are motive for learn, so be resilient and take advantage of all the learning.
- Reward yourself for your achievements, track your progress and become responsible for your victories and setbacks.
- And finally, remember that all can be learn, that your brain is plastic, and that adaptability brings you the greatest advantage. But don't forget that even when the brain take the easy root and it is easier to go back to what / how we did before, you have the capacity to change. You have shown that you understand why you need to change; you start to desire the change and then you acquire the knowledge and the ability to do that.

Strengthen your adaptability by strengthening:

- Cognitive Flexibility
- Intellectual Curiosity
- Analytical Thinking
- Critical Thinking
- Initiative
- Continuous learning

## 3.1 Self-knowledge: Work on Me

LEARNING ACTIVITY 3.1 – REACTION DIAGNOSIS	
<b>Duration</b>	30 minutes
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Do a self-analysis of what motivates our reaction to change.</li> <li>• Realize that we have different postures, depending on how motivated we are to change.</li> <li>• Understand that the final result depends on how we behave during change.</li> </ul>
<b>Guidance for the correct development</b>	
<b>Materials required</b>	<ul style="list-style-type: none"> <li>- Annex III (Questionnaire, printed to each trainee)</li> <li>- Pen</li> </ul>
<b>Methodology to implement and develop</b>	<ol style="list-style-type: none"> <li>1) The teacher asks the trainees to reflect about three situations that required change. Following these instructions:             “You should remember three different situations: a sudden change, a change that was proposed by you and a change that was carried out by the whole team. For each of these situations, you should specify: how you felt when the change was proposed, how you carried out the change, who was asked to enter the process, what did you felt after the process was over”         </li> <li>2) Next, the teacher should motivate trainees to share their experiences by focusing on the initial emotions and postures, the difference in each situation, and the post-change emotions and postures.</li> </ol>
<b>Evaluation</b>	The teacher should motivate trainees to share their experiences, asking:

	<ul style="list-style-type: none"> <li>• What is your first reaction to the change?</li> <li>• Does it differ from situation to situation?</li> <li>• What influences the reaction? Example: does it change whether the change is individual or group?</li> <li>• And after the change, the posture is different?</li> </ul> <p>The trainer must direct the sharing so that the trainees conclude that the way we react to change depends on the way we anticipate it and our initial motivation.</p>
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LEARNING ACTIVITY 3.2 – MANAGE THE EMOTION	
Duration	30 minutes
Objectives	<ul style="list-style-type: none"> <li>• Realize that our reaction may change depending on how we see and feel it.</li> <li>• Realize that emotions such as fear, uncertainty, insecurity also serve a purpose.</li> </ul>
Guidance for the correct development	
Materials required	- Annex IV (Cards with different situations)
Methodology to implement and develop	<p>A series of different everyday situations will be presented, associated with a respective emotion. In the face of these situations, each trainee must answer the following question: what if, in this situation, the individual had not felt this emotion, would the reaction / response be the same?</p> <p>Example: Imagine you were driving, and a truck was in front of you. Emotion: Fear. Reaction: brake.</p> <p>This exercise should be done in groups so that different opinions can be discussed.</p>
Evaluation	<p>The teacher must go along with each group, so that at the end of the activity the trainees are able to identify positive points in a situation that at the beginning would have everything to go wrong. They should be able to perceive that no emotion is positive or negative, but that our reaction is what can condition the situation. In the end, they should be able to transform the reaction themselves to obtain a more favourable result, facilitating adaptation.</p> <p>In this way, the trainee will understand how to increase the desire for change.</p>

LEARNING ACTIVITY 3.3 – BUILD YOUR OWN HOME	
Duration	30 minutes
Objectives	<ul style="list-style-type: none"> <li>• Realize how I can self-motivate.</li> <li>• Realize that I have tools to deal with different ones that occur.</li> <li>• Understand how I can invest on me.</li> </ul>
Guidance for the correct development	
Materials required	<ul style="list-style-type: none"> <li>- Annex V (printed)</li> <li>- Pen (different colours)</li> </ul>



	- Post-it
<b>Methodology to implement and develop</b>	<p>The teacher should instruct the trainees to build their own home, bearing in mind that each of these accommodations involves answering the following questions:</p> <ul style="list-style-type: none"> <li>• Foundations: What describes me - personal skills?</li> <li>• Walls: What motivates me?</li> <li>• Gateway: What impels me to action?</li> <li>• Accommodations: Why will others want to work with me?</li> <li>• Roof: How can I evolve?</li> </ul>
<b>Evaluation</b>	<p>At the end of this activity, the trainee must be able to identify which strategies work for themselves, distinguishing different tools for different situations.</p> <p>You will understand what motivates you, so that, in the future, you can use this motivation as a tool for change.</p> <p>In parallel, you will understand what your top / key features are and how these features are seen by the rest of the work team. In this way, you should be able to conclude about your own need for change at various times in your professional and personal daily life.</p>

### 3.2 Understand Change: Work on Adaptability

LEARNING ACTIVITY 3.4 - HOW CAN I USE THE NUMBERS TO MY ADVANTAGE?	
<b>Duration</b>	30 minutes
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Understand what the future predictions are for the job market and how an employee with the ability to adapt will be able to stand out.</li> </ul>
<b>Guidance for the correct development</b>	
<b>Materials required</b>	<p>- Video</p>  <p>Change Adaptability.mp4</p>
<b>Methodology to implement and develop</b>	<ul style="list-style-type: none"> <li>• Visualization of the video.</li> <li>• Group reflection: How can I use the numbers to my advantage?</li> </ul>
<b>Evaluation</b>	<p>At the end of the exercise the trainee will be able to:</p> <ul style="list-style-type: none"> <li>• Identify the ability to adapt to change, as the competence that sets the tone for all others (idea: that makes the others be improved, in the end).</li> <li>• Understand what is expected in the future and what will be your role as a professional in this market.</li> <li>• Be able to identify potentialities in improving the ability to adapt to change, realizing the advantages that this improvement originates.</li> </ul> <p>The teacher should guide the sharing, asking the group about how each trainee:</p> <ul style="list-style-type: none"> <li>• Do you stand up to new tasks, technologies and procedures?</li> <li>• Do you deal with the uncertainty that market changes create?</li> </ul>

	<ul style="list-style-type: none"> <li>Do you demonstrate your personal ability to adapt to change?</li> </ul> <p>The trainee will be working with all the tools mentioned above, especially awareness, knowledge, and desire.</p>
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LEARNING ACTIVITY 3.5 - 6X3X6 (NUMBERS OF TRAINEES VS SOLUTIONS VS TIME)	
Duration	90 minutes
Objectives	<ul style="list-style-type: none"> <li>Think about your own difficulties.</li> <li>Find solutions out of the box.</li> <li>Realize that we can adapt to new situations when we find the right strategies.</li> </ul>
Guidance for the correct development	
Materials required	<ul style="list-style-type: none"> <li>Board</li> <li>Pen</li> <li>Paper</li> </ul>
Methodology to implement and develop	<p>First stage:</p> <ul style="list-style-type: none"> <li>The teacher should instruct the group to say all the difficulties they feel in the process of adapting to change.</li> <li>All the difficulties mentioned must be written on the board.</li> </ul> <p>Second stage:</p> <ul style="list-style-type: none"> <li>Each trainee should write three solutions for the problems mentioned.</li> <li>After the time is up, you should move the paper to your right and back to the beginning, rewrite three solutions.</li> <li>The rules are don't repeat solutions that have been written by yourself, neither repeat solutions that are already on the paper.</li> <li>When each sheet returns to the first student who wrote it, the exercise ends.</li> <li>Then each of the solutions should be read out loud and debated by the group.</li> </ul>
Evaluation	<p>At the end of this exercise, the trainee will be able to identify solutions to day-to-day problems, improving their ability to adapt.</p> <p>In this way, the trainee must realize that there are several possible solutions for the same situation, but that all require adaptation and the more prepared they are, the faster and more effectively they will be able to respond.</p> <p>The trainee will be working with the tools mentioned, in specific the ability and reinforcement.</p>

LEARNING ACTIVITY 3.6 – CEO (CASE STUDY MCDONALD’S)	
Duration	50 minutes

<b>Objectives</b>	<ul style="list-style-type: none"> <li>Think about changes in real enterprises and adapt to their context/reality.</li> </ul>
<b>Guidance for the correct development</b>	
<b>Materials required</b>	<ul style="list-style-type: none"> <li>Board</li> <li>Pen</li> <li>Paper</li> </ul>
<b>Methodology to implement and develop</b>	<p>In an environment where people are increasingly concerned about what they eat, obsessed with calories and the need to buy / eat more and more organic food, McDonald's was forced to revise its strategy, continuing to gain supporters and be one of the most competitive companies in the catering sector. Why (what did McDonald's do for...)?</p> <ul style="list-style-type: none"> <li>Changed its image, changing the color of the logo to green,</li> <li>Changed the space and organization of its stores, invested in wood, white color, and started to present a cleaner aspect,</li> <li>Introduced new products: salads, soups, vegetarian burger ...</li> <li>Bet on technology to reach the public faster and more efficiently, improving their service.</li> </ul> <p>Each group must analyze the company and its adaptation process, realizing how it was necessary to reorganize people and change process and systems.</p> <p>In a second moment, the exercise would be to create an identical challenge for your role / company.</p>
<b>Evaluation</b>	<p>The teacher must be aware of the global need for change, concretizing with the McDonald's case.</p> <p>It should reinforce the dichotomy: fast-food company growing in a light and organic era. With this, the trainee must perceive the ability to adapt as a need that is not exclusively individual, and in parallel he must analyse the side of the workers who participated in this process.</p> <p>The teacher must reinforce the need for a flexible role that allows the achievement of profitability, not only personal but also business.</p> <p>Subsequently, you should encourage each trainee to look at his/her role/company, seeking to do the same exercise, using the following question:</p> <ul style="list-style-type: none"> <li>How do I stay competitive in a constantly changing market?</li> </ul>

<b>LEARNING ACTIVITY 3.7 – CHALLENGE</b>	
<b>Duration</b>	30 minutes
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Work on adaptability to new situations.</li> <li>Fight against personal accommodation.</li> <li>Find strategies that assist in the adaptation process.</li> <li>Demonstrate how we can all adapt to new situations, even when they are unpredictable.</li> </ul>

Guidance for the correct development	
<b>Materials required</b>	<ul style="list-style-type: none"> <li>- Box with an opening in the lid</li> <li>- Challenges written on paper and placed in the box</li> </ul>
<b>Methodology to implement and develop</b>	<ul style="list-style-type: none"> <li>• In the first part of the exercise, the teacher asks each trainee to recall a situation in which he or she was challenged to do something different. The only requirement is that the person has been successful in adapting. Then, turn the situation into a challenge, write it on paper and place it in the box.</li> <li>• In a second moment, each trainee will remove a role and will be challenged to adapt to the situation, clarifying how it would proceed if it had happened to him.</li> </ul>
<b>Evaluation</b>	<p>The teacher should encourage the group to reflect on the solutions presented.</p> <ul style="list-style-type: none"> <li>• Have you ever experienced a situation like the challenge that was proposed to you?</li> <li>• Was it easy to find a solution to this challenge?</li> <li>• What strategy did you use to find the proposed solution?</li> <li>• Would it be easier or more difficult if the challenge were taking place in your work context?</li> <li>• Could the suggestions that were proposed for other challenges, be useful to you?</li> </ul>

LEARNING ACTIVITY 3.8 – PROMISING JOB	
<b>Duration</b>	60 minutes
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Reflect on the mechanisms of change.</li> <li>• Realize that if we can find solutions for professions so different from ours, we will also be able to find them with our job role.</li> <li>• Think outside the box.</li> </ul>
Guidance for the correct development	
<b>Materials required</b>	<ul style="list-style-type: none"> <li>- Annex VI (Cards with jobs at risk of extinction)</li> </ul>
<b>Methodology to implement and develop</b>	<ul style="list-style-type: none"> <li>• Each trainee is given a card with an endangered profession.</li> <li>• Then, the trainee is asked to find solutions and alternatives for this profession not only continue in the future, but also stand out.</li> <li>• Finally, the teacher should motivate trainees to share their conclusions and to discuss what each one achieves by doing this activity.</li> </ul>
<b>Evaluation</b>	<p>The teacher should ask the trainees about the objectives of this exercise, if they realized what the purpose was and what conclusions they reached.</p> <p>It should guide the debate, using questions such as:</p> <p>If I can save the profession of a postman (example), which is not mine and which I do not master, why can't I make mine competitive?</p>

## 4 IMPROVEMENT OF CHANGE ADAPTABILITY

### DIDACTIC UNIT 4 – IMPROVEMENT OF CHANGE ADAPTABILITY

#### Theoretical context:

#### Learning Activity 4.1:

Using the data of PORDATA (*Base de Dados Portugal Contemporâneo*), we found that on average we work 31,4 hours/ week in EU. In fact, most of us spend the majority of our waking hours at work. However, according to research from Deloitte, as much as 88% of people lack passion for their work, not reaching their potential.

If we analyze why, one of the main reasons mention is not the betting on individual potential, however, it is often the worker himself who is unable to mobilize for or adapt to new situations.

Nowadays, workplaces are multigenerational, multicultural, less predictably and more individualistic, so the difficulty in maintaining the adaptations is often greater.

As we realized when answering the previous question, the change does not end the moment it is carried out. Each of us is required to fight against ourselves, against the constant need to return to habit. Improve change is thus based on a constant fight against predictability, in the daily search for the stimulation of your own creativity, focusing on adjusting the process and not only the product himself.

However, in order to improve our posture in the face of change, it is not enough to return to the process you learned earlier to fight against your own resistance. It is necessary to return to personal strategies that make you more adaptive people.

#### HOW CAN YOU DO THAT?

1. Constantly challenge yourself to LEAVE YOUR COMFORT ZONE: if every Friday you have a weekly meeting to discuss the progress made during the week, why not try to change the plan for that meeting? Basically, the goal will be to propose small changes to yourself.
2. PRACTICE in everyday “low state” situations: not only in your workplace, but mainly in your day-to-day basis. Start with everyday life and try never to repeat yourself. It is a challenge that done regularly will become part of you.
3. SCAN PAST CHANGES: remembering your attitude towards previous changes and the results of those changes. Have the courage to examine yourself deeply and determine what lies behind past successes.
4. STAY RESILIENT, use positive emotions and emotional regulation.
5. Make your PERSONAL DEVELOPMENT PLAN. Have the guts to ask yourself the hard questions: what do I set out to achieve? How do I set out to achieve? What are my limitations? Draw up an improvement plan and value small achievements.

### LEARNING ACTIVITY 4.1 – PERSONAL PLAN FOR CHANGE ADAPTABILITY DEVELOPMENT

Duration	135 minutes
Objectives	<ul style="list-style-type: none"> <li>The trainees will know how to develop a plan for improvement.</li> </ul>
Guidance for the correct development	

<b>Materials required</b>	<ul style="list-style-type: none"> <li>- Paper</li> <li>- Pen</li> </ul>
<b>Methodology to implement and develop</b>	<p>The teacher should give the following instructions:</p> <p>Throughout this exercise, you should:</p> <ol style="list-style-type: none"> <li>1. Draw a map that systematizes all the objectives and deadlines to achieve them.</li> <li>2. Define personal analysis parameters.</li> <li>3. Answer the following questions: <ul style="list-style-type: none"> <li>• What are my limitations? (identify my sources of resistance to change);</li> <li>• What do I set out to achieve? (prioritize goals and objectives);</li> <li>• What mechanisms / strategies will I use? (anticipating difficulties and anticipating alternatives);</li> <li>• What are the deadlines that I set myself for each of the idealized goals? (elaborate the plan).</li> </ul> </li> <li>4. Implement the plan.</li> </ol>
<b>Evaluation</b>	<p>With this exercise, the trainee should:</p> <ul style="list-style-type: none"> <li>• Synthesize the learning obtained.</li> <li>• Be able to prioritize objectives and goals.</li> <li>• Valuing yourself throughout the change process.</li> <li>• Create challenges for yourself.</li> <li>• Analyse personal tools and choose which and when to apply.</li> <li>• Motivate yourself for change.</li> <li>• Understand how to make change permanent, in a positive and lasting way.</li> <li>• Develop your personal implementation plan for the tasks you set out to do.</li> </ul>

## 5 FINAL DYNAMICS

DIDACTIC UNIT 5 – FINAL DYNAMIC
<p><b>Theoretical context:</b></p> <p>In order to apply the knowledge acquired during the training sessions, in the last session the objective will be to verify and monitor the adaptation of these same contents in a business context.</p> <p>For this reason, in the last stage, the transfer of knowledge through simulation in real context will be carried out. That is, the objectives will be:</p> <ul style="list-style-type: none"> <li>• Encouraging the application of acquired knowledge</li> <li>• Mobilization of the resources necessary for the integration of knowledge</li> </ul> <p>For such:</p>

- Intermediate managers will be integrated
- Successful practices will be reinforced
- We will try to change less positive aspects, helping in the search for alternatives
- Learned concepts will apply

In this way, each trainee will realize the impact that the training had on himself and will be able to apply learned content, reinforcing positive practices.

A personal evaluation of the training will also be carried out, seeking to answer questions such as:

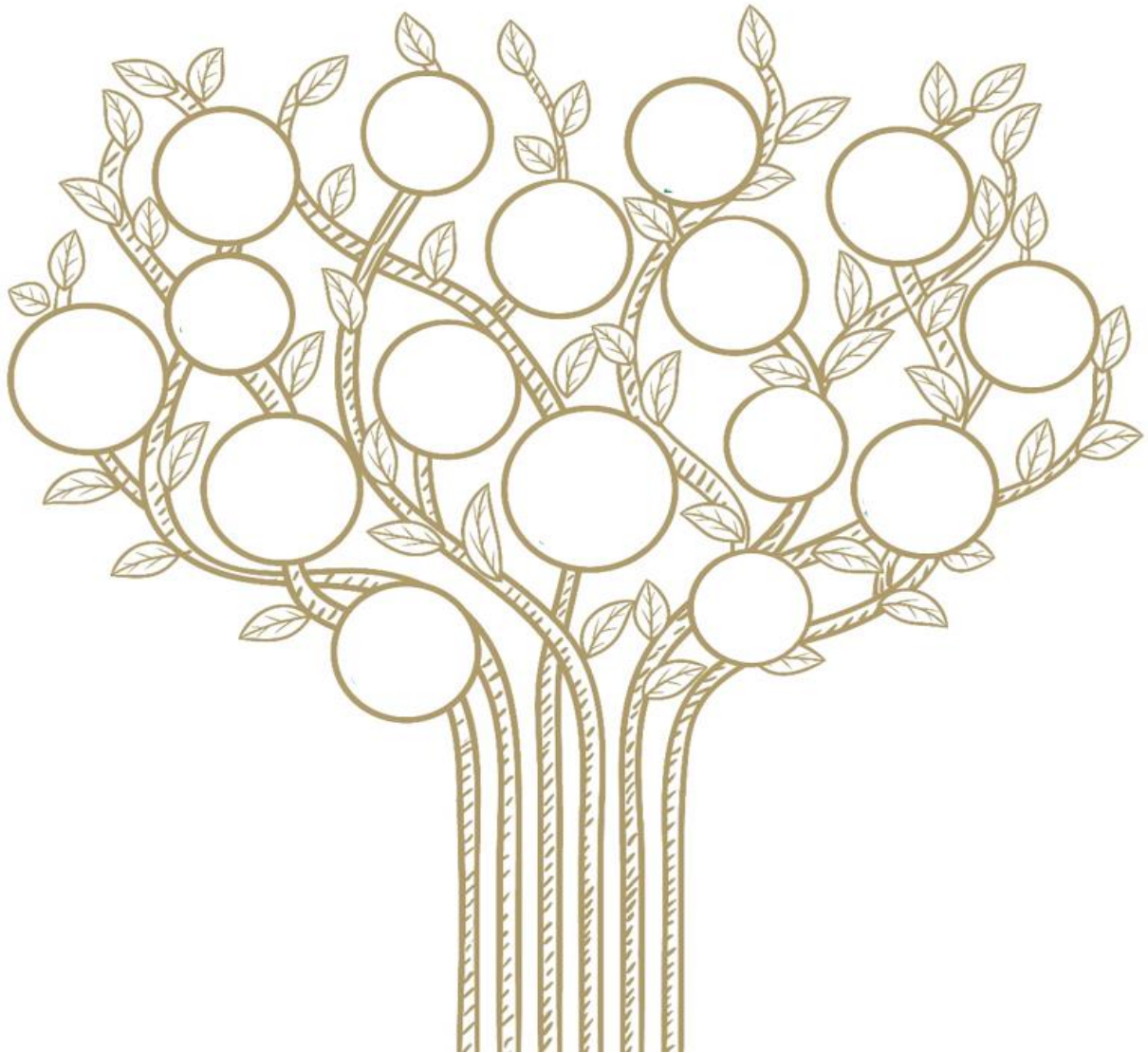
- What is the relevance of the action for the performance of functions?
- What level of knowledge is acquired?
- What difficulties you experienced during training?
- How will knowledge be applied?
- What benefits did you get from the training? / what impact did it have?

Each trainee must present their points of view about the moments that were most important / impacting for them in the training.

## ANNEXES

### ANNEX I – TREE OF WORDS

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## ANNEX II – PERSONAL REFLECTION

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### Instructions:

Listed below are several statements regarding one's general beliefs and attitudes towards change. Please indicate the option which can reflect better your behavior.

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1. On an occasion that I know it would be easier to resolve if I adapted my behaviour, I decide:
  - a) Change my behaviour quickly.
  - b) Try to use all the other ways that I am already familiar with.
  
2. When I face new situations at work:
  - a) I adapt my behaviour to them, although a greater initial effort is required.
  - b) I keep my way of acting because it has always worked.
  
3. When I find it difficult to solve a task at work:
  - a) I change the situation variables so that they are compatible with my current working method.
  - b) I try to find out what is the most effective way to resolve the situation and implement it in my work method.
  
4. In my day-to-day life, when I face situations of uncertainty:
  - a) I try to adapt my behaviour quickly.
  - b) I try to avoid the situation, as much as possible.
  
5. For me, the change:
  - a) Is the last possible alternative when everything else does not seem to work.
  - b) Is an opportunity that, despite the risks, could be beneficial for my personal / professional development.
  
6. In case my boss is a person with whom conflicts are easily created:
  - a) I avoid him/her and limit myself to the strictly necessary interaction.
  - b) I adapt to the person and try to understand their perspective to avoid damaging the quality of my work.
  
7. When someone invites me to activities outside my comfort zone:
  - a) I reject or find an excuse for not taking risks.
  - b) I accept, since it can become an interesting opportunity for me
  
8. Faced with a situation in which I am assigned new tasks at work:
  - a) I feel a little suspicious because it is something I have never dealt with and where I can lose control.
  - b) I see them as challenges that can help me progress.
  
9. In the face of situations where I don't feel comfortable:

- a) I try to change my perspective in order to focus on the positive.
- b) I try to resolve the situation as soon as possible so that I don't have to deal with it again.

10. About mistakes I make or had made in my personal life:

- a) I avoid thinking about it and try to forget what happened.
- b) I try to learn from situations to improve in the future.

## ANNEX III – REACTION DIAGNOSIS

## Instructions:

Listed below are several statements regarding one's general beliefs and attitudes towards change.

Please indicate the degree to which you agree or disagree with each statement by circling the appropriate number on the scale next to it.

1. Strongly disagree
2. Disagree
3. Agree
4. Strongly Agree

Number	Statement	1	2	3	4
1	I generally consider change to be a negative thing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I prefer repeat same old things rather than try new and different ones.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I feel that change is a threat.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	If someone presses me to change something, I tend to resist, even if the change can benefit me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	I support my colleagues' actions against changes that occur in my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	When changes happen, I try to do only what is necessary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	When they talk about changes I pretend it's not me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	I am frightened when changes happen due to the uncertainties generated by a new way of working	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	It is easier to adapt to team changes than to individual ones.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	I feel that changes in my routine hamper my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11	If the change involves doing something I don't like, I do the tasks slowly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	It takes me some time to adjust to change.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	When I am notified about the change, I am slightly nervous.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Changes are neither good nor bad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	If I could decide during the change process, it would facilitate my adaptation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	I have some difficulty in learning from change, but I adapt to it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	Stable routine improve myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	I'd rather be bored than surprised.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	When I am informed of a change of plans, I would probably feel stressed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	I can change, without learning the reason for the change.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	I don't change my mind easily.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	I think outsider the box and when I've come to a conclusion, I'm not likely to change my mind	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	When things don't go according to plans, I tense up a bit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	I like to plan and get angry when I don't stick to the plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	I'm a consistent person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	I prefer to remain indifferent to change.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	If change achieves the desired results, I feel that I have also contributed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	I lose enthusiasm if I am forced to change something that works well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	After the change occurs, it is easier for me to cooperate than if I am asked to initiate it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30	It troubles me to get out of my comfort zone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## ANNEX IV – MANAGE THE EMOTION

<p><b>Situation:</b></p> <p>Imagine you were driving and a truck was in front of you</p>	<p><b>Emotion:</b></p> <p>Fear</p>	<p><b>Reaction:</b></p> <p>Brake</p>
<p><b>Situation:</b></p> <p>Imagine that you go to the usual restaurant and the management has changed, changing the menu to Pakistani food</p>	<p><b>Emotion:</b></p> <p>Surprise</p>	<p><b>Reaction:</b></p> <p>Taste</p>
<p><b>Situation:</b></p> <p>Imagine that you are going to pick up your first coffee / tea of the day from the work cafeteria and the machine was removed.</p>	<p><b>Emotion:</b></p> <p>Rage</p>	<p><b>Reaction:</b></p> <p>Go outside</p>
<p><b>Situation:</b></p> <p>Imagine running out of work to pick up your child from training and when you arrive training is quite late.</p>	<p><b>Emotion:</b></p> <p>Anger</p>	<p><b>Reaction:</b></p> <p>Meet new people</p>
<p><b>Situation:</b></p> <p>Imagine that your usual path is cut due to works.</p>	<p><b>Emotion:</b></p> <p>Anxiety /Stress</p>	<p><b>Reaction:</b></p> <p>Find another path and save gas</p>
<p><b>Situation:</b></p> <p>Imagine that all your shirts are to be washed and that you have an important meeting.</p>	<p><b>Emotion:</b></p> <p>Nervous</p>	<p><b>Reaction:</b></p> <p>Discover a forgotten piece of clothing in the closet</p>

## ANNEX V – BUILD YOUR OWN HOME

Build your own home, bearing in mind that each of these accommodations involves answering the following questions:

- Foundations: What describes me - personal skills?
- Walls: What motivates me?
- Gateway: What impels me to action?
- Accommodations: Why will others want to work with me?
- Roof: How can I evolve?



ANNEX VI – PROMISING JOB

Postman

Secretary

Restaurant  
employee

Written Press  
Journalist

Taxi Driver

Travel Agent