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THE E-WELLBEING TOOLKIT

WP 3.2

Intellectual well-being toolkits that highlight the added value of the information entered on the platform to guide adults permanently and how to use it to increase one's self-esteem.

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THE PROJECT

In an era in which automation is the basis of digital transformation, the INTRA project aims to face the new personal and specialist challenges, offering an innovative and interdisciplinary solution for the psycho-physical well-being of the people involved. It is a dynamic ecosystem that integrates data and expertise, allowing users to harness the potential of technology with an individual-centred approach. The project is an ambitious initiative that stems from the collaboration of three partners from Italy, Romania, and Poland: Problem Solver, SC Recdate, CRAS.

The heart of the project is the e-SF (Electronics soft skills), a modern, accessible, and usable technological platform dedicated to personal and communicative management. The platform allows users to share their profile, personality, skills, and ideas to improve automation processes, creating a dynamic community of good practices, capable of influencing the system.

INTRA is characterized by its integrated and unique response to training needs, with a particular focus on the development of digital and technological skills of adults. The project is not limited to providing simple solutions but is committed to creating a comprehensive system that addresses training challenges in an effective and comprehensive way.

INTRA is the common desire of the partners to offer training and cooperative opportunities at a local level, in strategic areas such as office automation, digitalization and cyber security. It is not just a matter of transmitting knowledge, but of creating a climate of shared growth, in which people become an integral part of a community that is enriched through the exchange of experiences and knowledge.

A fundamental element of the project is the establishment of a community of good practices, a network of connections that develops throughout the territory. The primary aim is to reduce social marginalization, while increasing the competitiveness of the local social fabric. INTRA works to create a territorial network of active citizenship, which unites people through the dissemination of positive practices and effective solutions.

The active participation of civil society is a cornerstone of INTRA, which aims to develop digital skills that are essential for everyday life, enabling every individual to actively participate in democratic life, both in Europe and beyond. INTRA wants to be an engine for a conscious and engaged civil society.

Finally, INTRA is dedicated to the development of key competences for long-term active citizenship. The on-line training and the toolkit will be valuable allies in the enhancement of social, intercultural, critical thinking and media literacy skills, laying the foundations for a lasting and meaningful involvement in society. The vision of partnership goes beyond the idea of occasional training and aims, instead, to prepare informed, competent, and engaged citizens in the world around them.

The INTRA model is designed with and for all those adults who are formally low-skilled and, therefore, disadvantaged both culturally and from a psycho-physical point of view. For these people, it becomes



SC RECDATE



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essential to identify, evaluate and certify the skills possessed for the purposes of personal growth and social integration processes.

With the contribution of partners and target groups from different European realities, it will be possible to initiate a meaningful change in the management of automated processes, focusing on the psycho-physical well-being of people and the growth of communities through the sharing of knowledge and virtuous practices.



THE TOOLKIT: CONTENTS, OBJECTIVES AND METHODOLOGY

A toolkit is a set of tools, resources, and guidelines designed to help users, in this case adults, perform specific tasks or achieve certain outcomes. Toolkits can be customized according to the specific needs and challenges faced by the target audience.

Increasing technological complexity and rapid changes in social processes, if not carefully managed, can lead to stress, weakness and decreased quality of professional and private life. In this scenario, the implementation of programs aimed at promoting well-being not only increases the satisfaction and motivation of adults, but also helps to ensure sustainable productivity and personal satisfaction.

INTRA's toolkit is a fundamental piece in an adult wellness program, integrating various aspects to create a healthy, productive and rewarding environment. INTRA guides its beneficiaries towards a more conscious connection with technologies by reducing the risk of stress deriving from their uncontrolled use. The toolkit provides practical tools for the development of soft and digital skills, improving job confidence and preparing adults for future challenges. The guidance and counselling sections support the creation of a community of good practices that foster an environment of mutual support, reducing feelings of isolation and increasing collective cohesion.

The tools collected in this guide constitute an innovative and comprehensive path to the well-being of the adult person as they not only provide practical knowledge, but also create opportunities for social interactions, contributing to well-being through personal and professional development.

INTRA's toolkit fits seamlessly into this wellness program, offering a comprehensive and sustainable direct approach. Using this handbook means investing in one's mental health, skills, and relationships between adults, generating tangible benefits both for oneself and for the environment.

The integration of INTRA into the daily routine represents a strategic investment that embraces well-being, but also the future.

Coming to the details of the contents, this toolkit contains useful information, proposals for activities and references on various aspects of well-being, such as stress management, acquisition of soft skills, physical activity, time management, interpersonal relationships, and mental health. The course is structured around three fundamental pillars that make up the three sections entitled orientation, counseling and transversal skills.

Guidance offers essential support for identifying and understanding one's professional goals; Through targeted activities, participants can explore their passions, talents and values, thus orienting their daily choices in harmony with their identity.



Counseling is the second key element of the journey, providing a safe space to explore personal and professional challenges. By exploring the possibility of dialogue with qualified professionals, adults can develop personalized strategies to deal with difficulties, improving their resilience and adaptability.

Soft skills are the third point, as the acquisition of skills such as stress management, effective communication and problem solving, among others, is important for overall well-being. Through the activities and suggestions proposed in this section, you can expand your skills that go beyond mere technical skills, promoting balanced and reasonable growth.

Throughout the process, beneficiaries will be guided in the effective use of the toolkit's resources and in incorporating well-being practices into daily life, thanks to the additional provision of interactive tools such as self-assessment questionnaires of well-being, suggestions of specific apps to promote physical activity and role plays.

The main objective of the course is to foster greater individual awareness that allows the beneficiary to fully understand their aspirations and potential. This in turn should result in more congruent and fulfilling day-to-day or role choices.

A second objective is to promote the enhancement of the well-being of adults in their environment (personal, family, work, leisure, ...), helping to improve overall satisfaction and commitment.

The methodology is based on a participatory and interactive approach. The activities are designed to encourage complete and personalized experiences, sometimes assisted by the support of an expert such as the counselor.

Self-assessment tools are proposed so that the path can be dynamically adapted to the specific needs of each participant, ensuring a meaningful and transformative learning experience.

Finally, the collection of good practices and useful references helps to offer a concrete approach to overcoming the limits of traditional professional development resources, aiming to highlight and enhance not only technical skills, but also relational skills and emotional dimensions of the individual.

The philosophy of this toolkit is to redefine the very concept of professional development, helping to forge more aware, competent, and fulfilled individuals in their wider daily and personal lives. The interactive approach also feeds a cycle of continuous improvement, ensuring its relevance and effectiveness over time.



THE PATH TO ADULT WELL-BEING

An adult wellbeing path considers various aspects of adults' professional and personal lives, recognising the interconnectedness of work, mental and physical health, and work-life balance. Creating a common culture that promotes well-being is essential and starts with fostering a positive environment. Initiatives such as fitness programs, counseling services, stress management plans, flexibility policies, competency implementation proposals, and the provision of open communication channels help to create an environment where adults feel free to express their concerns, seek support when they need it, and increase their sense of accomplishment and confidence, contributing to overall well-being.

INTRA's commitment to the well-being of adults translates into an innovative and focused approach, which aims to provide resources and support in key areas: guidance, counseling and soft skills. At the basis of this choice is the awareness that individual and organizational success is linked to the overall well-being of adults.

The toolkit below offers resources and support to help adults build a rewarding and sustainable path.

The first section, dedicated to guidance, offers customisable guidance for career guidance, with activities to reflect on career aspirations, assess one's skills according to personal inclinations and clearly define development paths so that each participant has a sharp vision of their future.

The second part delves into the concept of counseling to value mental well-being. Professional counselors, psychologists, and career coaches are professionals who can help adults better manage personal and professional challenges and cope with unpleasant moods. Individual meditations, group sessions encourage the sharing of experiences and the building of a support network, while online resources provide practical tools for self-counseling.

Finally, INTRA recognizes the importance of digital skills and soft skills in the growth of an individual at any age. There are endless possibilities to train and cover a wide range of fundamental skills, from communication to those related to leadership.



A) GUIDANCE

The toolkit dedicated to guidance and coaching offers essential tools to learn how to outline one's life path and maximize one's potential. Guidance, in this perspective, represents a continuous process of self-exploration and understanding aimed at making informed and meaningful decisions. Coaching, on the other hand, acts as a personalized guide, providing support and motivation to overcome challenges and achieve goals. In today's dynamic world, personal orientation becomes indispensable to face changes and take advantage of the opportunities that arise. Through practical exercises, simulations, role plays, references to case studies of good practices in guidance and coaching, support resources and useful contacts, the following toolkit aims to positively influence the personal growth of the user, opening the doors to a deeper self-awareness and the potential inherent in everyone.

EXERCISES & ACTIVITIES

Below are three exercises and activities aimed at consolidating and enhancing skills related to guidance and coaching. Each proposal provides information on the topic covered, the specific objective, the methodology applied, the necessary tools, the estimated duration, detailed instructions for carrying it out, practical advice to maximize effectiveness and a complete handout of attachments functional to the implementation of the proposed exercise.

The handout includes useful links for learning the key concepts and topics covered, practical advice for a deeper understanding of the execution of the exercise, as well as functional tools that facilitate the effective application of the skills acquired.

Finally, supporting documentation is provided designed to offer complete help, acting as a guide during the implementation of the proposed activity.



Handout 1: SIMULATED COACHING SESSION

Topic: practical experience of the coaching process.

Objective: to allow participants to experience and understand the benefits of a coaching session.

Methodology: combining educational and practical approaches with an emphasis on experiential learning and active participant interaction.

Tools: flipchart (or paper or whiteboard), pens, timers, and handouts.

Duration: about 3 hours.

Guidelines:

Introduction to Coaching and Handout Analysis (90 minutes): The session begins with a theoretical phase in which all participants are provided with the handout where they can find information about the principles of coaching, the importance of active listening, open posture and empathy in the coaching process. In a group session, participants can read the contents of the attachments and use the flipchart, paper, or a whiteboard to summarize key concepts and use practical examples to clarify the differences between coaching and other approaches.

Coaching simulation (60 minutes): After the introductory phase, participants are divided into pairs and move on to a practical application of the concepts learned by experiencing the role of the coach and the coachee.

The coach is the one who provides support in the path of professional development; Their job is to listen attentively, ask thought-provoking questions, and provide constructive feedback to help the coachee identify goals, overcome challenges, and develop skills.

The coachee is the person who receives the coaching and actively engages in the learning and development process. Each pair has several scenarios to choose from among the attachments. Following the principles of coaching, coaches and coachees can take turns to carry out the simulation.

Debriefing (30 minutes): After the simulations, all participants can start a group discussion to share their experiences, benefits, and challenges encountered during the simulation. On the flipchart, it is possible to write down the main lessons learned during the simulations, deepen the discussions on specific situations and underline, in a concise way, the moments in which the coaching skills were useful.

Individual reflection (10 minutes): In this phase, participants can personally process their experiences, consolidate learnings and write down personal feelings and observations.



Advice: make sure the session is interactive, promoting active participation, creating an open environment for sharing experiences, and asking open-ended questions that stimulate reflection, creativity, and action from participants

Supporting documentation: practical guidance and principles of coaching (attachment a), tips for improving active listening and effective communication skills (attachment b), scenarios for coaching simulation (attachment c), the role of the coach in simulation (attachment d), and effective coaching questions (attachment e).



Annex (a)

PRACTICAL GUIDANCE AND PRINCIPLES OF COACHING. USEFUL LINKS

“The coaching manual: the definitive guide to the process, principles and skills of personal coaching”

Julie Starr, an imprint of Pearson Education

<http://dspace.vnbrims.org:13000/xmlui/bitstream/handle/123456789/4217/Coaching%20Manual%20The%20Definitive%20Guide%20to%20the%20Process%2C%20Principles%20%26%20Skills%20of%20Personal%20Coaching.pdf?sequence=1&isAllowed=y>

“The 7 habits of highly effective people by Stephen Covey – summary”

<https://www.youtube.com/watch?v=WFc08j9eorQ>



Annex (b)

TIPS FOR IMPROVING ACTIVE LISTENING AND EFFECTIVE COMMUNICATION SKILLS. USEFUL LINKS

“Effective communication skills” Ms. Poojaba Rana

http://ijrar.com/upload_issue/ijrar_issue_140.pdf

“Active listening” by Carl Rogers and Richard E. Farson

<https://thistle->

[assets.s3.amazonaws.com/sites/56f11460c6c9a9c1cc000002/assets/60d5d454c6c9a9bf43000001/](https://thistle-assets.s3.amazonaws.com/sites/56f11460c6c9a9c1cc000002/assets/60d5d454c6c9a9bf43000001/)

[ActiveListening.Carl_Rogers.pdf](#)

Effective Communication – How to build communication Skills

https://www.google.com/search?sca_esv=592829625&sxsrf=AM9HkKkXXreyt-K1-

[NWE6O5X2bqRV4BJ_Q:1703167678633&q=effective+communication&tbm=vid&source=lnms&sa=X&sqi=2&ved=2ahUKEwi550iD2qCDAXVghv0HHYEaApsQ0pQJegQIDBAB&biw=736&bih=928&dpr=1.25#fpstate=ive&vld=cid:4cb35083,vid:sEzTXTRo9L4,st:0](https://www.google.com/search?sca_esv=592829625&sxsrf=AM9HkKkXXreyt-K1-NWE6O5X2bqRV4BJ_Q:1703167678633&q=effective+communication&tbm=vid&source=lnms&sa=X&sqi=2&ved=2ahUKEwi550iD2qCDAXVghv0HHYEaApsQ0pQJegQIDBAB&biw=736&bih=928&dpr=1.25#fpstate=ive&vld=cid:4cb35083,vid:sEzTXTRo9L4,st:0)



Annex (c)

POSSIBLE SCENARIOS FOR COACHING SIMULATION:

1. Changes in family life: The coachee is facing changes in family life, such as a move, marriage, or other dynamics.
2. Challenge their limiting beliefs: The coachee recognizes that they have limiting attitudes about themselves and looks for ways to overcome them to improve themselves, trying to define goals and action plans to achieve emotional balance.
3. Stress management: The coachee is facing high levels of stress due to recent events and wants to develop strategies to manage their emotions more effectively, exploring healthier habits and effective stress management practices.
4. Time management: the coachee wants to optimize time management to increase productivity and reduce the sense of overload, but above all to be able to use free time in meaningful and fulfilling activities.
5. Important decision: The coachee must make an important decision and seeks clarity and support in the decision-making process, the possible path of change, and the need to adapt to new circumstances.
6. Personal change: The coachee is going through a period of significant personal change and wants to explore the opportunities that come their way.
7. Conflict management: The coachee is involved in a conflict situation in the workplace and is looking for a way to effectively manage and resolve tensions.
8. Effective communication: The coachee wants to improve their communication skills to deal with difficult situations or improve interpersonal relationships in friendship and family.



Annex (d)

THE FIGURE OF THE COACH DURING THE SIMULATION

The role of coaching is to guide the coachee in the process of exploration, reflection, and personal development. The coach must be able to establish a relationship of trust with the coachee, creating a safe and non-judgmental environment, must practice active and empathetic listening, showing interest. Open-ended and reflective questions stimulate awareness and reflection in the interlocutor and at the same time allow you to identify resources and challenges to be faced, but above all to define objectives and concrete actions to be taken to achieve them. The coach provides emotional support and encouragement during the exploration process by helping the coachee understand their strengths, values, and areas of development and manage their emotions constructively. The coach plays a delicate role that requires sensitivity, respect for privacy and understanding; It is not intended to provide solutions or advice, but rather to facilitate the coachee's discovery and development process.



Annex (e)

EXAMPLES OF OPEN-ENDED AND EFFECTIVE COACHING QUESTIONS

- What is the desired result, the goal to be achieved?
- What resources do you have?
- What obstacles do you anticipate encountering?
- How would you define success in this context?
- What are your alternatives?
- What's stopping you from moving forward?
- What are the actions you can take right now?
- How do you feel about this situation?
- What will you learn from this experience, regardless of the outcome?



Handout 2: TIMELINE OF ONE'S LIFE

Theme: awareness of the personal journey to identify opportunities for change and growth.

Objective: to promote awareness of the personal journey, encouraging participants to reflect on significant moments in their lives and to understand how these experiences have influenced personal growth and life choices to identify the desired areas of change.

Methodology: participatory and creative approach that combines elements of theoretical learning with practical activities.

Tools: paper, pens, post-its.

Duration: about 4 hours.

Guidelines:

Introduction to Personal Guidance and Change Planning (60 minutes): The session begins with a theoretical phase in which all participants are provided with the handout where they can find information about personal orientation, the importance of self-reflection, transition planning, and resilience. In a group session, participants can read the contents of the handout and take the time to deepen the key concepts.

Creation of the Timeline (45 minutes): after the introductory phase, the participants, individually, draw their own Timeline on a piece of paper, entering significant periods of their lives (graduation, a sporting success, a successful recipe, career advancement, the birth of a child, a trip, health problems, etc.). For the creation of the Timeline, participants can express themselves freely through colours, symbols, and creative integrations. Once you have written down the significant moments, each person can highlight the critical and transitional moments, both positive and negative.

Individual Reflection and Individual Orientation (45 minutes): at this point, with the Timeline well defined, participants can devote themselves to reflecting on significant moments and answering reflection questions (Annex f). Answering the questionnaire will allow you to direct your reflection towards the connection between these moments and your personal values, interests and goals.

Sharing experiences and group orientation (60 minutes): in this phase it is essential to recreate an open and respectful environment for the sharing of timelines and reflections. Participants, refraining from judging, can offer suggestions and advice geared towards change and improvement.

Identification of areas for change and planning (30 minutes): After sharing, participants can reflect on areas where they wish to make changes and based on the new awareness, they can encourage the creation of a short personal schedule with clear goals and practical steps for



change, keeping in mind that change is a gradual process, and that self-guidance can be an ongoing life companion.

Advice: make sure the environment is comfortable and promote a climate of respect and support when sharing experiences.

Supporting documentation: practical guide and principles of orientation (attachment a), suggestions to improve self-reflection skills (attachment b), personal planning, time management and resilience (attachments c and d), practical indications for the realization of the Timeline (attachment e), examples of questions to reflect (attachment f) and useful questions to translate one's aspirations into concrete and achievable actions (attachment g).

Annex (a)

NOTIONS OF PERSONAL ORIENTATION

Guidance plays a fundamental role in managing uncertainty, resulting from both professional developments and continuous changes in the context of life. This practice aims to develop the ability to deal with transitions throughout the life path, always maintaining direction. The question underlying the problem of orientation involves individual reflection on how to shape one's own existence, considering both the cognitive and emotional aspects.

Transience, which has now become an integral part of contemporary society, requires daily confrontation with risk, but also to grasp the intrinsic fascination with continuous change. The lack of long-term perspectives pushes us to reconsider how to manage the present, which can be faced instantaneously, "captured" in the moment, or treated with a constructive and proactive look at the future, even if unpredictable.

Transition, although it brings with it the unknown, also offers the opportunity to improve one's existential condition through multiple contexts, situations, relationships and experiences. On the one hand, there are negative aspects such as discontinuity, volatility, precariousness, flexibility, instability and fragility. On the other hand, positive aspects emerge such as possibility, creativity, planning, versatility, innovativeness and adaptability.

The dilemma of orientation is amplified by considering the predominant "liquidity" today and by addressing the specific transitions between school, university and work, which make up the life path of each individual.

The solution lies in the design and implementation of training courses suitable for preparing individuals, both cognitively and emotionally, to manage contemporary contexts, both individually



and in groups. This commitment requires a critical attitude and awareness of responsibilities not only towards oneself, but above all towards future generations and the Planet.

It is imperative that everyone acquires key competences for lifelong learning, which are crucial for personal fulfilment and development, active citizenship, social inclusion, and employment. This active process accompanies the person throughout his or her life experience, managed autonomously with personal and social resources, influenced by educational and work experiences. It takes place within social affiliations, local communities, and family environments, inserting itself into a specific historical context characterized by a complex and globalized training system and labour market, both primary and secondary. In addition, it considers the cultural diversity and gender specificities of the participants in the process, promoting the person through the dissemination of practices such as self-orientation and counseling.

Insights:

The secret to mastering life's biggest transitions.

[https://www.ted.com/talks/bruce feiler the secret to mastering life s biggest transitions](https://www.ted.com/talks/bruce_feiler_the_secret_to_mastering_life_s_biggest_transitions)

Just one thing: find your North Star.

https://greatergood.berkeley.edu/article/item/just_one_thing_find_your_north_star



Annex (b)

THE IMPORTANCE OF SELF-REFLECTION

Self-reflection is the ability to ponder and evaluate one's thoughts, ideas, emotions, past experiences, and actions, to gain a deeper understanding of oneself and one's surroundings. This process involves contemplating and critically analysing one's mental and emotional states, as well as one's actions and reactions to external events. Self-reflection is a practice that leads to greater individual awareness, allowing people to explore their beliefs, values, goals, and understand how experiences affect the way they think and act. This process can lead to personal growth, improve awareness of one's emotions, and contribute to the improvement of interpersonal relationships.

In the process of self-reflection, it is essential to consider the different areas of your life that are important. People are invited to reflect on personal relationships, home and family, career, health and well-being, finances, goals, spirituality, and personal growth, as well as fun and leisure.

It's important to question how you feel about each of these areas: what works, what doesn't, what do you want more or less? It is necessary to evaluate successes and failures, identify hopes and goals, recognize gratitude, and ponder how to improve each area of life, identifying concrete actions to be taken.

Self-reflection periods are usually triggered in specific circumstances, such as the start of a new year, birthdays, anniversaries, or in conjunction with remarkable events. However, you can also decide to do this process on a monthly or weekly basis, or even make it a daily practice integrated into your way of thinking.

A crucial step on this path is to recognize that everyone is endowed with an inner wisdom, but that often remains unused, emerging only in moments of particular emphasis driven by big dreams or intense inner drives. The goal is to awaken and harmonize this inner wisdom with one's own being, so that it is constantly aligned with one's deepest and most essential characteristics.

Self-reflection acts as a beacon that helps us not to get lost, recalling our motivations and goals and allowing us to identify the steps necessary to progress, change, improve or learn to better manage the surrounding reality.

If you need to make transformations, you need to stop, reflect, review, and evaluate. It is important to focus on the goals, considering how certain steps have led to the current situation and what steps will be necessary to achieve the desired reality.

The relationship with oneself is the pillar of the life path, therefore it is essential to make it positive, daily and stimulating. The constant practice of self-reflection will help maintain a strong connection with inner wisdom, guiding you towards a more mindful and fulfilling life.



Insights:

Seven Ways to Find Your Purpose in Life

https://greatergood.berkeley.edu/article/item/seven_ways_to_find_your_purpose_in_life

Four Ways to Gain Perspective on Negative Events

https://greatergood.berkeley.edu/article/item/four_ways_to_gain_perspective_on_negative_events



Annex (c)

TIPS FOR PERSONAL PLANNING AND TIME MANAGEMENT

Planning is a process of reflecting on the activities that are essential to achieving a certain goal. In addition, it is configured as a tool to improve the quality of life, avoiding overloading oneself in pursuing unattainable productivity standards. On the contrary, it allows you to manage tasks with less immediate deadlines with peace of mind. It is important to know and realistically schedule all the commitments that need attention. It is essential to know one's passions, avoiding limiting oneself exclusively to work and imagining and planning the days, weeks, months, and years in a more integrated way. This means valuing all commitments whether they are work, personal, family, hobbies or home care.

While it's not always possible to stick strictly to the schedule, imposing daily and weekly deadlines will help improve productivity and balance daily life more effectively.

Time management templates are useful tools for regaining control of your time and increasing awareness about your daily routine. Rather than letting a to-do list dictate how to spend your time, you can use time management strategies to intentionally set daily priorities and focus on the most important tasks.

Time management is the art of managing tasks in a way that ensures that you make intentional use of your available time. Not only can this practice increase productivity, but its greatest benefit lies in the ability to manage daily priorities more effectively, allowing time for rest and self-care. Adopting quality strategies for time management allows you to organize and prioritize activities, bringing several benefits such as the perception of having more time, the definition of boundaries between work and free time, the reduction of stress, the increase in productivity and the elimination of unhealthy habits.

Time management is not about completing all tasks, but rather identifying and prioritizing the most important ones. To do this successfully, you need to link your daily tasks to your personal goals, thus pinpointing the most crucial tasks to complete each day.

Insights:

How to Structure Your Day to Feel Less Stressed

https://greatergood.berkeley.edu/article/item/how_to_structure_your_day_to_accomplish_more

Work-life balance: what really makes us happy might surprise you.

<https://theconversation.com/work-life-balance-what-really-makes-us-happy-might-surprise-you-168446>



Annex (d)

THE CONCEPT OF RESILIENCE

Resilience is the ability to deal with and constructively manage one's life after going through negative or traumatic situations. Being resilient involves a dynamic perspective, an ability to progress despite crises, thus contributing to the construction or reconstruction of a life path. This valuable feature allows you to overcome challenges, but it should be emphasized that it does not make you invincible. It is also not always there constantly; There are times when situations become so burdensome that they generate lasting instability.

Undoubtedly, the strength resulting from the battles won prepares the individual to fight with greater awareness, understanding the risks taken and the probability of success. Resilience does not imply that the person does not encounter difficulties or experience some degree of discomfort; Negative emotions, such as emotional pain and sadness, are common in those who face adversity or traumatic situations.

Contrary to the idea that resilience is a stable and invariable personality trait, it involves a range of behaviours, thoughts, and attitudes that can be learned, improved, and developed in everyone. Those who possess an elevated level of resilience can effectively cope with adversity, give new impetus to their lives, and even achieve meaningful goals. Essentially, they are optimistic, flexible, and creative individuals, able to collaborate effectively in a team and learn from their own and others' experiences. Resilience is a psychic function that evolves over time in relation to experience, experiences and, above all, changes in the underlying mental mechanisms. Possessing an elevated level of resilience means having the resources you need to deal with difficulties without being overwhelmed by the events themselves. It does not imply perfection, but rather a willingness to change, when necessary, a willingness to acknowledge mistakes, and the ability to correct course.

Resilient individuals find strength in themselves, in human relationships, and in life contexts, which are considered protective factors against risk factors that decrease the ability to endure pain. By exploring protective factors, five key components can be identified that contribute to the development of resilience: optimism, self-esteem, robustness, positive emotions, and social support.

Optimism, among the elements of resilience, requires perceiving problems and negative events as inevitable in life. It is crucial to remember that any adversity is temporary, surmountable, and often beyond our control. This attitude does not minimize the problems, but gives the right value to the events, highlighting that resilience is a skill that can be acquired and strengthened. Resilient people can process negative events with positivity and humour, lucidly distancing themselves from problems and reworking emotions related to traumatic events.



Resilience not only guides you through crises but is also essential to prevent them. Activating personal resources and, if necessary, seeking outside help are key elements. Resilience also means surrounding yourself with positive people and resisting negativity.

Insights:

The power of Positive Thinking

<https://4books.com/it/libro/the-power-of-positive-thinking>

Three secrets of resilient people

https://www.ted.com/talks/lucy_hone_3_secrets_of_resilient_people

Embracing discomfort can help you grow

https://greatergood.berkeley.edu/article/item/embracing_discomfort_can_help_you_grow



Annex (e)

HOW TO MAKE A TIMELINE

A linear graphical representation of a given time interval is provided by the timeline. Its primary purpose is to provide a visual overview of events in sequence, using graphs and images. Creating a timeline is the most effective way to plan and improve your current situation by allowing you to review the timeline of past events. In addition, building a timeline through a visual map proves to be a great tool for keeping track of your experiences in a specific period or within a certain period. Timelines are particularly suitable for telling stories, visualizing projects and processes, highlighting pivotal points over time, and flagging items of possible interest.

To create a timeline, you can use different timeline templates, adapting them to the specific type of timeline you want to outline. It is worth noting that creating a grid or timeline, highlighting turning points and important decisions, makes it easier to identify patterns, loops, and trends, allowing for reflections and strategies for the future, like the approach a consultant takes when starting a project with a new client. It's important to keep in mind that human memory can be affected by perceptions and stress, making it not always reliable. Therefore, using effective tools becomes crucial to accurately preserve important events and choices. In this sense, the use of graphic templates proves to be an effective method for planning events and objectives, allowing you to define, summarize in steps and use graphic elements to emphasize specific points. To encourage deeper brain involvement, it is advisable to opt for tools that involve handwriting, such as a pen and marker, rather than a keyboard.

To make the timeline creation process easier, it is recommended that you follow a few steps:

1. Choose a template that fits the story you want to tell.
2. Add, remove, or reorder points over time.
3. Enter relevant data and events.
4. Customize colours, fonts, and icons to fit the design to your preferences.

In addition, it is suggested to use practical tools such as grids divided with the years of one's life, lines to indicate turning points, storyboard-like boxes, colourful post-it notes on a large sheet of paper, tables on spreadsheets or online apps and software. To optimize the build process, it's a good idea to take the time to work, possibly breaking it up into several moments to facilitate in-depth thinking and insight. During the process, it is important to include the most significant moments of each year and reflect on the causes and consequences of the choices and actions taken.



Annex (f)

QUESTIONS FOR REFLECTION

What has been the most significant moment of your life so far? How do you think it has influenced your personality and your choices?

Reflect on a particular transition period. How did you cope with that change and what did it teach you?

Is there a positive event you would like to relive? If so, how do you think it has contributed to your personal growth?

What was the biggest challenge you faced? How did you overcome these obstacles, and what was your source of strength at that time?

Looking at your Timeline, do you notice any recurring themes? What can they suggest about your life?

Are there moments that, if you could go back, you would want to change or rewrite? Because?

Reflect on a time when you had to make a difficult decision. How did you manage the situation and what were the results?

Is there a period in your life or an event that has taught you something new about yourself or changed your perspectives?

Is there a moment in your life that, at first glance, seems negative, but that has led to a surprising transformation?

If you could talk to the younger version of yourself, what would you tell him/her about what is going to happen in your current life?

Reflect on a time when you experienced an unexpected change. How did you adjust your plans and navigate through the uncertainty?

Think of your timeline as a story. Is there a chapter you feel you still need to write or complete? What do you wish to happen in that chapter?



Annex (g)

USEFUL QUESTIONS TO TRANSLATE ONE'S ASPIRATIONS INTO CONCRETE AND ACHIEVABLE ACTIONS

Think of 5 short-term goals you would like to achieve within the next six months. What concrete actions can you take to get closer to these goals?

What are your long-term goals for your personal and professional life? How do you imagine your life in 5 to 10 years?

Is there an aspect of your life that you want to change or improve? What are the first steps you can take to start this change?

Reflect on your skills and passions. How can you integrate these qualities into your daily life to increase your sense of personal accomplishment?

Plan your ideal day. What do you do, who is with you, and how do you feel? How can you approach this vision in everyday reality?

What are the main obstacles you may face in pursuing your goals, and how can you anticipate these challenges?

Think about your daily habits. Are there any healthy or productive changes you can make to support your goals?

What additional resources, knowledge, or skills could help you achieve your goals? How can you acquire or develop them?



Handout 3: PERSONAL ORIENTATION TEST

Theme: assessment, guidance, and exploration of the person at 360°.

Objective: The quiz allows you to comprehensively explore the personality, skills, attitudes, and inclinations of each individual in order to provide detailed guidance for global orientation.

Methodology: the test consists of ten multiple-choice questions, each designed to capture the richness and multiplicity of the respondent's experiences and inclinations. Filling out the test is an activity to be done individually and can be followed by a group discussion session.

Tools: handout and pen/pencil.

Duration: about 1 hour

Guidelines:

Reading and filling in the quiz (15 minutes): participants, individually, can read the contents of Annex a) containing the quiz with the ten questions and their multiple answers, then select, for each question, the answer that best reflects their attitude and preferences. At the end of the compilation, each respondent will be able to check the answers, to see if answers A, B or C prevail.

Consultation of the "Possible Profiles" (5 minutes): after the compilation and scoring phase, each participant will be able to consult the "Possible Profile" section of Annex b) to identify the profile that best suits their results.

Individual reflection and individual orientation (10 minutes): at this point, participants can reflect on the results obtained and note the connection or detachment between the profile obtained and their own vision of themselves.

Sharing experiences and group orientation (20 minutes): in this phase it is essential to recreate an open and respectful environment for sharing one's profiles. Participants can now compare themselves with a view to measuring themselves and improving.

Identification of areas for change (10 minutes): After sharing, participants will have a more realistic view of how their view of themselves matches what others perceive and will be able to have a starting point for orienting themselves if they wish to undertake a change in their attitude.

Advice: answering honestly will allow you to obtain accurate and consistent results. Once you have identified your profile, consider the recommendations provided as suggestions to guide your choices in both your professional and personal life. The quiz provides guidance but is not a substitute for an in-depth interview with a professional guidance counsellor.

Supporting documentation: the attachments contain the quiz consisting of 10 multiple-choice questions (attachment a) and the profiles associated with the results obtained (attachment b).



Annex (a)

ORIENTATION TEST

- 1) When you are faced with a crucial decision, what aspect weighs most heavily on your choices?
 - A. The effects on your daily life.
 - B. The impact on your personal well-being.
 - C. The contribution to your personal growth.
- 2) How do you deal with stressful moments?
 - A. Looking for practical solutions to solve the problem.
 - B. Seeking emotional support from friends and family.
 - C. Reflecting and researching new ways to meet challenges.
- 3) When choosing a hobby, what do you prefer?
 - A. Something that challenges you intellectually or teaches you new skills.
 - B. An activity that allows you to express your creativity.
 - C. Group activities.
- 4) What is your approach to managing personal relationships?
 - A. You are a practical and concrete person in relational dynamics.
 - B. You are a person who gets emotionally involved and is attentive to the needs of others.
 - C. Foster a deep and meaningful connection with others.
- 5) When planning your free time, what do you consider a priority?
 - A. Activities that help you achieve personal goals.
 - B. Moments of relaxation and recreation to recharge your batteries.
 - C. Socialize with friends and family.
- 6) How do you manage changes in your personal life?
 - A. Creating a detailed strategy to deal with the transition.
 - B. Adapting flexibly to new circumstances.
 - C. Sharing experiences with others and seeking support.
- 7) Which aspect of your personal life do you attach most importance to?
 - A. Individual development.
 - B. The quality of your interpersonal relationships.
 - C. Emotional well-being and personal happiness.
- 8) When you are alone with your thoughts, what's on your mind?
 - A. Future projects and goals to be achieved.



- B. Reflections on emotions, experiences, and relationships.
 - C. Ideas and concepts that stimulate creativity.
- 9) How would you define your approach to your personal growth?
- A. A planned and structured path.
 - B. A journey of discovery and learning.
 - C. A collaboration with others to grow together.
- 10) When facing a personal challenge, which strategy do you prefer?
- A. Analyse the situation and find practical solutions.
 - B. Address the emotions involved and seek support.
 - C. Involve others and collaborate to overcome the obstacle.



Annex (b)

POSSIBLE PROFILES

PROFILE A: THE PLANNER

(Prevalence of A answers)

Description: You are a methodical and organized person, oriented towards a structured management of your personal life. You prefer to solve problems through detailed planning focused on achieving goals and individual growth.

PROFILE B: THE EMOTIONAL EXPLORER

(Prevalence of B responses)

Description: Your strength lies in creativity and adaptability. You are a person driven by innovation and the ability to find original solutions. You value emotions and interpersonal relationships, seeking emotional balance in your personal life.

PROFILE C: THE ACTIVIST

(Prevalence of C responses)

Description: Your strength lies in your ability to work well with others to achieve common goals. You are someone who loves to be involved and prefers to collaborate with others by seeking meaning in life through personal relationships.



BEST PRACTICES

Nestore Project – a new virtual coach for better well-being

Nestore is the result of a project conceived by 16 consortium members from 8 European countries and carried out with the financial support of the European Union's Horizon 2020 research and innovation programme. It is an innovative personalized coaching system to support healthy aging. It generates motivation to take care of one's health and suggests nutrition, physical activities, and social interactions to preserve one's well-being.

Main link <https://www.nestore-coach.eu/web/ns/home>

Coaches without Borders

Coaches without Borders is a volunteer organization founded to extend the power of coaching around the world, to support leaders of non-profit humanitarian organizations who do amazing work every day and without many resources. Their mission is to make a difference in the world, one person at a time.

Main link: <https://www.coaches-without-borders.org/>

CoachHub

CoachHub is the world's leading talent development platform that enables organizations to create a personalized, measurable, and scalable coaching program for their entire workforce, regardless of department and seniority level. By doing so, organizations can reap a multitude of benefits, including increased employee engagement, higher levels of productivity, better job performance, and increased retention. CoachHub's global pool of coaches consists of more than 3,500 certified business coaches in 90 countries on six continents, with coaching sessions available in over 60 languages.

Main link: <https://www.coachhub.com/it/>



HELPFUL SUPPORT RESOURCES AND CONTACTS

ICF – International Coach Federation

It is a community of professional coaches registered on the list of certified professional associations. The association aims to promote and disseminate coaching as a profession, as well as the professional growth of its members. To this end, the Association aims to be the leading national and global association for those who practice the profession of coach or teach coaching or are interested in coaching as well as a source of information for those who are looking for a coach with a guarantee of high professional standards of ethics, conduct and training.

ICF Italy Headquarters: Corso Vittorio Emanuele II, 287 – 00186 Rome

Main link: ICF Italia: <https://www.coachingfederation.it/>

ICF Global Headquarters: 2365 Harrodsburg Rd – Suite A325 – Lexington, KY 40504

Main link ICF Global: <https://coachingfederation.org/>

EMCC – European Mentoring and Coaching Council

The EMCC exists to develop, promote, and define expectations of best practices in mentoring, coaching, and supervision globally, for the benefit of society. Its mission is to be the reference body for mentoring, coaching and supervision. You can find an EMCC mentor, supervisor, or volunteer who matches your requirements within the database of its members and volunteers.

EMCC Italia headquarters: Via Pola, 24 – 20124 Milano (MI)

E-mail: info@emccitalia.it

Main link EMCC Italia: <https://www.emccitalia.it/>

EMCC Global Headquarters: EMCC Global, Avenue Paul-Henri Spaak 17, 1060 Brussels, Belgium

E-mail: administrator@emccglobal.org

Main link EMCC Global: <https://www.emccglobal.org/>

AC – Association for Coaching International

The Association for Coaching is a leading independent, non-profit professional body dedicated to promoting best practices and increasing awareness and standards of coaching around the world. Its mission is to inspire and promote coaching excellence, advance the coaching profession, and make a difference in a sustainable way for individuals, organizations, and society.

AC Headquarters: Golden Cross House 8 Duncannon Street London WC2N 4JF, UK

E-mail: enquiries@associationforcoaching.com

Phone: +44-(0)3330062676

Main link: <https://www.associationforcoaching.com/>



SC RECDATE



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Asnor – National Association of Counsellors

It represents the association of guidance professionals in Italy and promotes a culture of guidance, striving to ensure that the professional role of the guidance counselor is recognized. Asnor is the contact point of the National Dissemination Network of the European EUROGUIDANCE network, which supports the professional growth of guidance practitioners and promotes international mobility for study and training. The National Association of Guidance Counselors is the only body that deals with Guidance to be accredited for the training of school staff by the MIUR (now Ministry of Education and Merit - MIM), which recognizes the high educational value of the courses promoted.

Asnor Headquarters: Via Antonio Salandra, 18 – 00187 Rome

Toll Free from Landline 800-864-842

By mobile line 06-56567457, +39-376-0473818

E-mail: segreteria@asnor.it

Main link: <https://asnor.it/>



B) COUNSELING

Nowadays, it is believed that knowledge and information are the most valuable capital and that the “owners of knowledge” are an important asset for society. That is why the development of human capital is so important, which can be deepened, among other things, through counselling.

In this toolkit, counseling is treated as a tool for personal and specialist development, as it allows you to expand your awareness and possibilities for making choices and involves you in finding solutions. Counseling influences the motivation process and the full use of the skills of the people who use it.

Modern counseling is understood as a process focused on emotional and psychological support to deal with personal challenges, during which hidden opportunities and knowledge are brought to light. This goal is achieved while working on a specific task, and the role of the consultant is to show the way and create favourable conditions for development.

The main objectives of counselling are related to:

1. provide help to know oneself (self-awareness – through diagnosis and providing feedback, i.e. shaping a more complete self-image),
2. inspire and direct, i.e. support the imagination and planning of possible (preferred) scenarios of educational development and to shape a professional career as integral parts that harmonize with an individual's life,
3. shaping independence and self-education skills, making decisions, and putting them into practice in life – in collaboration with others,
4. emotional and psychological support,
5. development of social skills, including self-management, the ability to cope with inconvenient situations, sense of action, resolution of internal and external conflicts, maintenance of positive relationships,
6. Form attitudes focused on life activity in personal development.

Various methods are used in the counselling process, selected according to the objectives, the recipients, the time available and the individual circumstances of the recipients.



EXERCISES & ACTIVITIES

The next part contains three different exercises related to deepening self-awareness, expanding self-knowledge, analysing life satisfaction in specific areas, and deepening readiness for change.

Each activity specifies the topic, the purpose of the lessons, the description of the methodology, the necessary teaching aids, the estimated duration, the detailed instructions for carrying out the exercises, the attachments in the form of information material and worksheets.

The study contains useful links to learn key concepts and topics and expand your knowledge of the topics covered.



Handout 1: DEVELOP SELF-AWARENESS AND MODEL SELF-ESTEEM

Theme: self-awareness and self-esteem.

Goal: Develop self-awareness and increase self-esteem.

Methodology: group and individual work with the help of teaching aids.

Tools: sheets of paper, markers, pens, crayons.

Duration: 3 hours and 20 minutes.

Guidelines:

Introduction to the topic of the lectures (40 minutes): The session begins with an introduction to the topic of the meeting; all participants receive a text on self-awareness (attachment a) and its importance in the aspect of one's own development. The counselor writes the slogan on the board: Why is it worth working on one's self-awareness? The group prepares the answers through brainstorming. A discussion is held with the aim of formulating conclusions on the importance of strengthening one's self-awareness at every stage of life.

"Draw yourself" (80 minutes): Exercise is useful for self-discovery. Participants receive a large sheet of A3 paper and crayons. Their job is to draw themselves in any way they want. It can be a symbolic or literal drawing, clothed or nude, a drawing of a face or a full figure. After completing the drawing, participants must give the work a title. Everyone receives a list of questions for individual reflection (Annex B).

The participants, seated in a circle, present their drawing and share their thoughts based on the answers to the questions in Annex a). After each person's speech, participants provide feedback on the impression the drawing has made on them, what associations, thoughts, and fantasies they have with it.

"Put a label on yourself" (80 minutes): each participant is asked to write in a column 20 characteristics that define them. After writing, participants must mark with a "+" those they consider valid and positive, and with a "-" those they consider negative. They then calculate the values for each category. The leader asks you to share your thoughts and justify your choices.

The presenter asks a further question: Which of these statements would a friend of a particular person choose as the 2 most characteristic of him and the 2 least characteristic of her? Would the Participant's choice be the same?

Supporting documentation: a few words about self-awareness (attachment a), questions for the "Draw yourself" exercise (attachment b), useful materials to develop your knowledge (attachment c).



Annex (a)

A FEW WORDS ABOUT SELF-AWARENESS...

“I want to succeed!” A phrase that any of us could say. However, not everyone has an idea of how to achieve it. A good place to start is to learn and systematize information about your value system, professional predispositions, and strengths.

Self-awareness, which is the basis of career planning, will help us in the process of getting to know ourselves.

Self-awareness is the ability to evaluate oneself, one's character, one's strengths and weaknesses, what we like and what we do not like. Self-awareness can also be described as self-knowledge. In psychology, self-awareness consists of information about one's thoughts, feelings, beliefs, and moods.

In philosophy, self-consciousness is understood as knowledge of one's own nature and an attempt to answer the question: what do we represent?

When we talk about self-awareness, as a professional competence we are talking about the ability to conduct a reliable analysis of oneself. Like all skills, self-awareness requires work and commitment to strengthen it. Great emphasis should be placed on developing the most objective approach to oneself, openness to criticism, willingness to learn and change.

Why do we need self-awareness?

You already know what self-awareness is. But is it clear what it can be used for in everyday life?

Self-awareness allows us to find the right path and understand our place in the world, professional and personal life. Through better self-knowledge, it allows for personal development and skill improvement, functioning among other people. The greater the self-awareness, the greater the sense of influence on one's life and the greater the involvement in creating it.

Why is it worth developing self-awareness?

Developing self-awareness is an important factor in shaping one's resources. They are essential for making personal, educational, and career decisions.

Work on yourself

Your development is important, even if working on yourself can be difficult. However, it is worth the effort, knowing how much self-awareness can influence success in life. When you decide to start working on yourself, you need to realize that you are working on your future. To help you increase your self-awareness, we suggest completing several exercises included in this module. Remember, however, that working on self-awareness requires systematicity, and the exercises are an introduction to further activities.



Annex b)

QUESTIONS FOR THE EXERCISE “DRAW YOURSELF”

1. What impression does this drawing make on you?
2. What do you like and what are you missing?
3. Are you wondering?
4. Are you filling the whole space or just a part of it?
5. Is the outline of the figure sharp, blurred, torn?
6. Are body parts missing? What? Are some disproportionate to others? Hidden?
7. Sei vestito o nudo?
8. Are you ready for someone to see and touch you?
9. What are the dominant colours?
10. Do you reveal any emotion? What?
11. Are you trying something you are not revealing?
12. Are you active or passive?
13. Are you an isolated character or do you exist in some context?



Annex (c)

USEFUL MATERIALS TO DEVELOP YOUR KNOWLEDGE

Self-awareness: Boost your career by understanding yourself.

[nps_ebo_01_engb_self-awareness-campaign-ebbook.pdf \(insights.com\)](#)

Emotional intelligence SELF-AWARENESS.

[Self-Awareness \(HBR Emotional Intelligence Series\) \(f-static.com\)](#)

Self-awareness: a quick guide.

https://ap.themyersbriggs.com/content/Quick_Guides/Self-Awareness_a_quick_guide.pdf?fbclid=IwAR0m7UZ8q5CayuS4ychITedP7HyDn2Ey0jnZ5FWrQ_-GwWnttpeqassTiZ4

Guidelines. How to develop self-awareness.

https://www.uniamocionlus.com/wp-content/uploads/2020/07/self-awareness.pdf?fbclid=IwAR1Atbbw4bCLGp9Pu0jC5ukpDF92YV_PT2BxbN237aI3kjf92uvuLfsGQIc

Self-awareness quick guide.

<https://pages.bizlibrary.com/rs/230-MIF-751/images/Self-Awareness-Quick-Guide.pdf?fbclid=IwAR0JqLPZ8kj-cW0JK5amyjCI46xJVu697-uN3sNRx1R6g5h2RX7sPQQkWH0>



Handout 2: PREDISPOSITIONS

Theme: discovering one's own potential; professional personality.

Objective: To determine the type of personal orientation and professional environment characteristic of a given personality type.

Methodology: A combination of individual work and daily reflection on planning and development, using a test consisting of 6 fields reflecting the 6 environments defined by J.L. Holland.

Tools: test questionnaire, pens.

Duration: 2 hours.

Guidelines:

Reading and completion of the test (15 minutes): Participants will individually read the contents of Appendix a) containing a test consisting of a table divided into six parts from A to F. Each part presents a different environment. In each part, participants mark the element that suits them best and feel that it is the most natural and interesting for them.

View test results (45 minutes): Each participant checks in which parts of the table they have marked the most items. Then read Appendix b) - description of professional personality types according to J.L.Holland. Participants reflect on their achievements. They wonder how specific their profiles are and whether the test results are consistent with their educational and professional activities.

The presenter asks you to share your reflection and justify your thoughts. The instructor asks further questions: what significance the test results can have in terms of personal development. How to apply the acquired knowledge concretely.

Supporting documentation: the questionnaire - professional personality types according to J. L. Holland (attachment a), answer key - professional personality types according to J. L. Holland (attachment b).



Annex (a)

THE J. L. HOLLAND OCCUPATIONAL PERSONALITY TYPE QUESTIONNAIRE

Look at the 6 boxes that reflect the 6 types of environments, highlight the elements that suit you best, and feel that they are natural and interesting to you.

PART A		
ENVIRONMENT: ☐ factory, workshop ☐ building site ☐ beauty institute ☐ restaurant ☐ garden	MATERIALS: ☐ animals ☐ wooden, steel, clay ☐ vehicles ☐ plants ☐ hardware	ACTIVITY: ☐ cleanliness ☐ repair, installation ☐ caring for animals ☐ caring for Plants ☐ massage ☐ brushing ☐ nailing, drilling ☐ sawing, grinding ☐ cut ☐ machines in operation
PART B		
ENVIRONMENT: ☐ classroom ☐ laboratory ☐ investigative position ☐ construction office ☐ higher education	MATERIALS: ☐ books ☐ newspapers ☐ scientific research ☐ microscope ☐ tubes	ACTIVITY: ☐ learning ☐ comparison ☐ improve ☐ consultancy ☐ decide ☐ thinking ☐ visualizing dependencies ☐ searching ☐ discover ☐ promoting ideas
PART C		
ENVIRONMENT: ☐ fashion studio ☐ theatre ☐ stagemTV ☐ radio studio ☐ photo studio	MATERIALS: ☐ instruments ☐ paint ☐ art objets ☐ designs ☐ music	ACTIVITY: ☐ embellish ☐ styling ☐ taking Pictures ☐ filming ☐ decoration ☐ polishing ☐ painting ☐ singing ☐ playing an instrument ☐ drawing



PART D		
ENVIRONMENT: ☐ hospital ☐ school ☐ office of social welfare ☐ training room ☐ for office, for consultation rooms	MATERIALS: ☐ children, young people ☐ elderly ☐ sick people ☐ people with disabilities ☐ excluded persons	ACTIVITY: ☐ treat, Help ☐ caring for ☐ encouraging ☐ comforting ☐ teach, Educate ☐ consultancy ☐ explaining ☐ protect, save ☐ getting in touch ☐ translation in progress
PART E		
ENVIRONMENT: ☐ house ☐ own office ☐ business meeting room ☐ conference room ☐ car, train, plane	MATERIALS: ☐ money ☐ portable ☐ telephone ☐ notepad ☐ calendar	ACTIVITY: ☐ management, direction ☐ winning, achieving goals ☐ taking risks ☐ executing a Plan ☐ organize ☐ negotiation ☐ planning ☐ control ☐ be independent ☐ raising money
PART F		
ENVIRONMENT: ☐ office ☐ archive ☐ warehouse ☐ library ☐ bank	MATERIALS: ☐ computer ☐ papers ☐ binders ☐ prints ☐ office equipment	ACTIVITY: ☐ annotation ☐ writing ☐ organize ☐ registration ☐ computation ☐ esteem ☐ creation ☐ copying ☐ rewriting ☐ following instructions



Annex (b)

ANSWER CRITERIA - PROFESSIONAL PERSONALITY TYPES ACCORDING TO J. L. HOLLAND

PART A

A realistic environment requires physical activity on the part of a person, the use of tools, equipment, machines, vehicles. In a realistic environment, therefore, it is necessary to have technical skills that allow you to work with machines and devices more than interact with people. A person in this environment will use tools, tools, take care of machines, work on the move, preferably in the open air.

Examples of guiding values in this environment: honesty, common sense, effects of actions, strength, justice.

PART B

An investigative environment requires a person to investigate the underlying causes of various phenomena, seek solutions to problems using specialized methods and techniques. In the investigative environment, systematic and independent research, observations are made, learning, evaluation, analysis and finding solutions to problems are the order of the day. The adult person in this environment will use intelligence, abstract thinking, intuition, and creativity every day. Examples of guiding values in this environment: education, science, being an expert, knowledge, investigation.

PART C

An artistic environment is open, devoid of structures, with unstable schedules, requiring initiative and emotional expression expressed individually. In the artistic environment, you should be an individualist, with artistic talent, intuition, who likes to show your creativity and imagination, expressing it in an original way. The adult person in this environment will create something new every day, using his special abilities. Examples of guiding values in this environment: beauty, independence, nonconformity, idealism, freedom.

PART D

A social environment offers a chance to discuss with another person, be flexible, listen to others, requires communication skills, a positive attitude, friendliness, a desire to help others, and a desire to work in education, social work, or health care. In a social environment, people talk to each other every day to inform, advise, help,



instruct, educate, train, heal, using language. Examples of main values in this environment: family and friends, justice, empathy, helping others, contact with people.

PART E

An enterprising environment requires us to guide and influence people to behave in accordance with our expectations to achieve organizational, financial, and economic goals. This type of environment usually offers decision-making, power, and high social status. In an enterprising environment, you should be confident, assertive, like to take risks, be persuasive, influence people. In this context, goals are set, actions are planned, and consequences are anticipated. Examples of guiding values in this environment: courage, power, financial success, development, achievement of goals.

PART F

A conventional environment requires organization and planning, work is done mainly in the office, it requires the creation of statistics, reports, working with documents based on regulations and procedures. In this environment, predictable and routine activity is preferred. A conventional work environment involves a day-to-day activity with figures, databases, information, which require details and regularity, and which are controlled and managed by others. Examples of guiding values in this environment: compliance, clear rules, self-control, order and organization, accountability.



Handout 3: IT'S TIME FOR A CHANGE

Theme: Designation of areas of development.

Objective: Identify priorities and areas that are important for personal development, stimulate motivation for change and development.

Methodology: A combination of individual work and daily reflection on planning and development.

Tools: sheets of paper, markers, pens, crayons.

Duration: 2 hours and 40 minutes.

Guidelines:

Introduction to the topic of the lectures (10 minutes): participants become familiar with the topic of the exercise and analyse the text on their own Appendix a).

Phase 1 "Wheel of Life" (90 minutes): See the Wheel of Life diagram attached b).

Suppose the above wheel of life and the parts specified in it represent the most important elements of your life. They consist of:

1. Your personal development (e.g., intellectual, spiritual).
2. Your health and fitness.
3. Your friends.
4. Love.
5. Your time for relaxation and fun.
6. Your physical environment – the environment in which you live, e.g. home.
7. Your career.
8. Your finances.

By taking the centre of the circle as 0% and its outer edge as 100%, mark your level of satisfaction with each of the eight elements as a percentage. You can use coloured pencils to mark. If you prefer to work online, you can use the following link: <https://wheeloflife.noomii.com/> and prepare your wheel using the tool available there, then print it out.

Once your wheel is ready, go to Annex c). Follow the instructions therein.

Step 2 "But" (30 minutes): familiarize yourself with Annex d) and follow the instructions therein.

Step 3 "An example of a path of change" (10 minutes): read the story of Anna in attachment e) who, using the techniques that are proposed to you, decided to change selected areas of her life. His story is true and proves that change is possible.



Step 4 “The Future” (20 minutes): based on the analysis of the results of your work so far, think about what your dream life should look like.

Write down what actions you need to take consistently to move from your current life (point A) to the life you want (point B). List 10 actions that, if done consistently, will lead you to the life you want.

Supporting documentation: introduction to the topic (attachment a), diagram of circles of life (attachment b), analysis of the circle of life (attachment c), “but” (attachment d), Anna’s story (attachment e), useful materials to develop your knowledge (attachment f).



Annex (a)

INTRODUCTION TO THE TOPIC

In everyday life, we often feel the need to make changes. It can be related to our health, career, relationships, or personal development. Regardless of what our goals are, making a change for the better can bring many benefits.

The first benefit of making a change for the better is to improve our well-being. When we make positive changes in our lives, we feel better both physically and emotionally. For example, if we start exercising regularly, our body will be stronger, and we will have more energy. The same goes for dietary changes: eating healthier benefits our bodies and affects our well-being.

Another benefit is personal development. Introducing change requires commitment and determination. We need to get out of our comfort zone and take on new challenges. This allows us to grow as individuals and acquire new skills. For example, if we decide to learn a new language, we will not only broaden our horizons but also improve our communication skills.

Another benefit of introducing a change for the better is the increase in our productivity. When we make positive changes, we become more focused and effective. For example, if we organize our workplace and learn how to manage time, we will be able to complete more tasks in less time. This, in turn, results in greater results and successes in our careers.

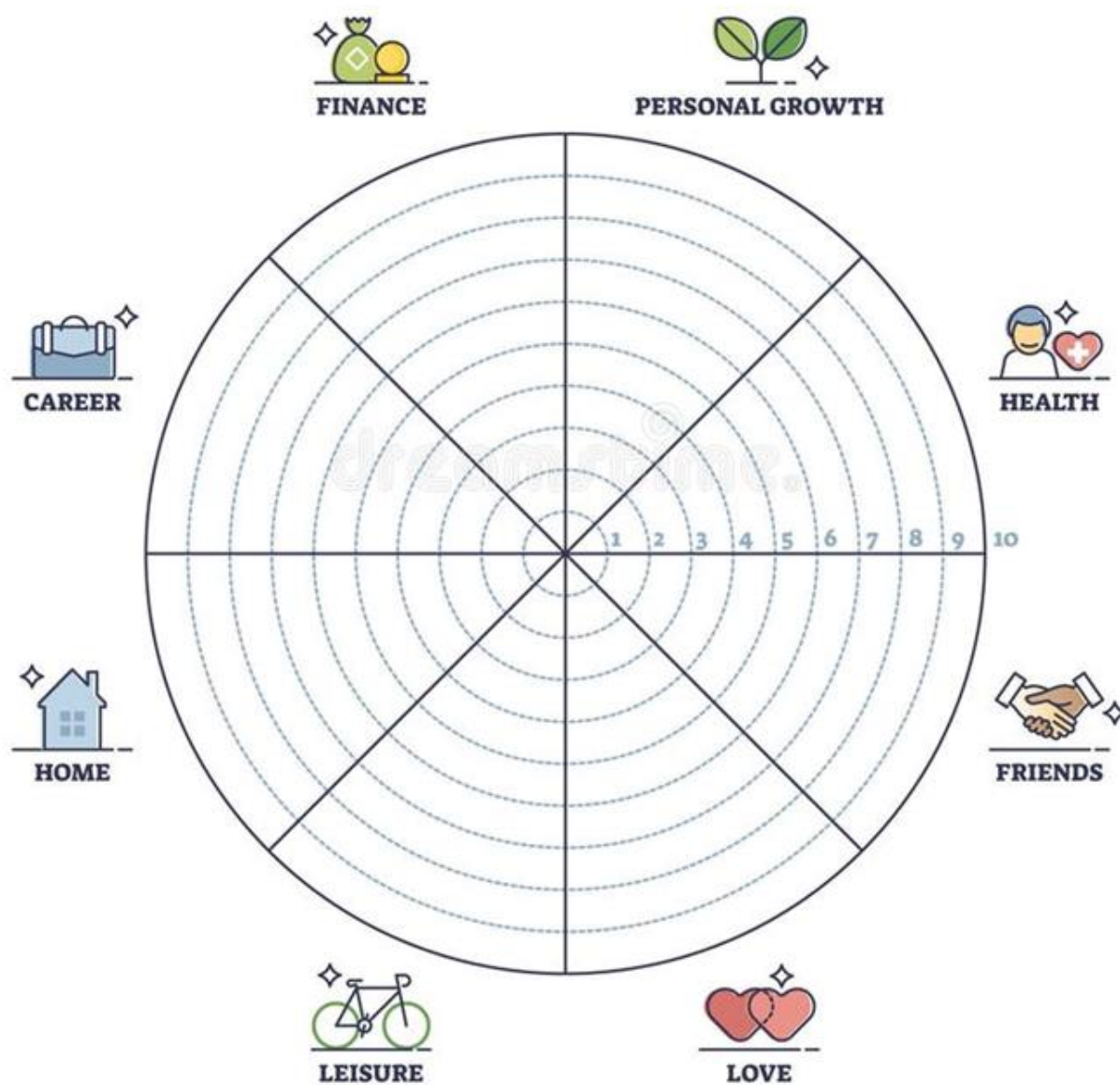
Making a change for the better can also have a positive impact on our relationships with other people. When we strive to be better versions of ourselves, our relationships become more fulfilling. For example, if we work on our empathy and communication skills, we will understand others better and build healthier relationships. This, in turn, results in greater satisfaction with our social interactions.

How can we maintain the changes introduced in the long term? The key to success is consistency. We must be determined and not give up in the face of difficulties.

Let's remember that change for the better takes time and effort, but it's an investment in our future.

Annex (b)

CIRCLE OF LIFE DIAGRAM





Annex (c)

LIFE CIRCLE ANALYSIS

Based on your circle, answer the following questions. It is advisable to write down your answers.

1. What do you see when you look at your wheel?
2. What is most important to you in life?
3. What does what is most important to you look like compared to your wheel?
4. What do you feel when you observe your circle of life?
5. Which parts of the wheel influence each other?
6. Which of the eight marked factors has the greatest impact on the others?
7. In which areas do you want to increase your level of satisfaction?
8. What can you do to achieve the expected level of satisfaction?
9. What else can you do?
10. What impact will be increasing the level of satisfaction in one area have on the others?
11. Which area do you want to address first to improve the overall picture in your opinion?
12. What will your life be like once you get involved in this area?

List below the first 2 actions you need to take to improve the condition of the selected area.

1. _____
2. _____

List the next 3 activities that will lead you to improve the selected area.

1. _____
2. _____
3. _____



Annex (d)

“BUT”

Once we know what we want to change in our lives, we often use phrases like:

- “I could have had a better job, but now there’s the crisis”,
- “I want to earn more, but my company can’t afford it”,
- “I’m not happy in my relationship, but I don’t have time to deal with it”,
- “I really want to learn English, but I can’t afford the course now”,
- “I want to have a fit figure, but the gym is too far away, I go home too late, I have no one to train with”,
- “I can actually do a lot, but...”.

When we use these kinds of phrases, instead of ideas for solutions, we give a million reasons that prevent our plans from being implemented. We often fall into a whirlwind of excuses, which are always a great and good excuse for the fact that our lives, to put it colloquially, do not meet our expectations. Apologies are often a justification for our passivity. Sometimes we realize that. However, most people believe that their excuses are true.

Think about what your excuse is? Complete the table below.

	YOUR IDEAL	YOUR APOLOGY
WHAT IS YOUR IDEAL RELATIONSHIP?		
YOUR IDEAL FAMILY?		
THE PASSION OF YOUR DREAMS?		
YOUR IDEAL CAREER, YOUR JOB?		
YOUR INDIVIDUAL PHYSICAL CONDITION?		
WHAT ARE YOUR IDEAL EATING HABITS?		



YOUR IDEAL LEISURE, LEISURE?		
WHAT LIFESTYLE DO YOU WANT TO LEAD?		
WHAT'S YOUR IDEAL FINANCIAL SITUATION?		

Once you have made a list of your excuses, think about the ones you still want to live with and which ones you'll start eliminating today?

Questions to ponder:

- What do you gain from this apology?
- What are you missing out on because of the apology? What are you missing?
- What will you do and what efforts will you make to implement your plans?
- What will you do more of and what will you give up reaching your ideal state?



Annex (e)

ANNA'S STORY

When Anna completed her Wheel of Life, she knew that her current life only slightly reflected the life she dreamed of. There is therefore a gap between point A and point B, which she would like to reach. Maybe even two chasms. Sure, she could sit in a corner and start crying and say that the others were better off and that she had no chance of changing. She could have done it. A lot of people do, but not Anna. She has decided to take responsibility for what his life will be like.

Her situation was that she was working in a position that did not suit his interests, her passions, or even her values. Besides, she was still afraid of losing them. For several years she had been living in a relationship based only, as she put it, on “a joint loan for an apartment” and the belief that she would find no one better, because at her age (34) they were all divorced or eternally engaged. So, every man is better than no man at all. In addition, since it was discovered that she suffers from a disease in which hormone treatment is necessary, it is increasingly difficult to maintain weight and she has long since exceeded size XXL, which in his opinion is on the edge. Her lifestyle led to such a situation that the days of the week were punctuated by TV series and weekend parties. As she looked at his life more and more often, she saw a void.

The life she wanted to lead had to be full of passion, love, and sporting challenges. What she needed was to set short-term goals and an action plan to get to the life she wanted to lead.

She was aware that it would take her 5 to 8 years. She knew what his point A (i.e., the present) was like, and she determined exactly how she wanted his life, what she wanted, i.e., point B, what it was like. She wrote down exactly what was supposed to happen so that she could fill in the space between these points A and B (i.e. this abyss). She knew that either she would do what she had done, and his life would be the same as before, or she would make a change! She decided to change. She was aware that this would lead to discomfort. Giving up your current life, even if it does not meet your expectations, is a challenge.

1. When asked what were the 10 actions that would bring her closer to the life she wanted, she replied: 1. Learn German every day.
2. Daily walks.
3. Follow the diet every day.
4. Prepare meals every day for the day after work (to avoid eating fast food).
5. Intellectual development (in relation to the beginning of studies).
6. Exercise with a trainer 3 times a week.
7. Daily reading of books that, after completing your studies and learning German, will allow you to acquire the necessary knowledge to change jobs.
8. Visit parents twice a week to support them in their life struggles.
9. Once a month, a trip to the mountains (recreational walks in summer, skiing or walking in winter).



10. Cinema or theatre once a month.

She replaced friends who did not support his development with walks. After some time, she reached the stage where she started listening to German lessons during walks, which she had long dreamed of learning. In addition, she needed knowledge of this language to be able to get the job she dreamed of in the following years. She turned weekend parties into postgraduate studies. There, in addition to new acquaintances, she gained new friends, some of whom became her companions on mountain trips. After a few months, she decided to end her relationship, and for the first time in many years, she dared to live alone. From the very beginning, Anna took responsibility for her weight. She accepted the fact that it was more difficult for her to maintain the size of her dreams, but she did not absolve herself of the responsibility of what she ate and how she took care of her figure. Instead of constantly saying that her hormones were not allowing her to maintain her weight, she started active exercise and taking care of her diet. After 3 years of work, she went from size XXL to size M. Self-confidence, self-respect, a sense of action, and pride in her accomplishments make this woman radiant.

She has a university degree, speaks German very well, met her current boyfriend on a walk in the mountains, runs her own company in the industry she has always dreamed of, and lives her life to the fullest.

Was it easy for you? NO! It was difficult for her to take care of herself. But SHE DID IT! And you can too! I hope you now have your own list of actions that will lead you to the life you want.



Annex (f)

USEFUL MATERIALS TO DEVELOP YOUR KNOWLEDGE

Achievements: How to get everything you want, faster than you ever thought possible.

https://www.bkconnection.com/static/Goals_2nd_EXCERPT.pdf

How to Use the Wheel of Life in Your Coaching Practice: A Comprehensive Guide.

<https://www.thecoachingtoolscompany.com/wheel-of-life-complete-guide-everything-you-need-to-know/>

How to use the Wheel of Life rating to improve your level of achievement.

<https://scottjeffrey.com/wheel-of-life/>

The Wheel of Life.

<https://www.mindtools.com/ak6jd6w/the-wheel-of-life>



BEST PRACTICES

The IO1 Good Practice Database provides relevant information – shared directly by their implementers – on some of the most interesting, creative, and innovative applications of digital services to support adult users in their search for new career opportunities. The files were collected at European level.

<https://motiv-action.eu/io1-collection-of-good-practices-2/>

The Guide to Online Career Counselling is one of the intellectual products of the Prometheus project, 2014-1-BG01- KA204-001560, funded with the support of the European Commission and jointly developed by partners from several European countries. Its main purpose is to provide additional resources, which will help career counselors improve the quality of their services offered to clients.

[Prometheus Online Career Counselling Guide EN.pdf \(europa.eu\)](#)

The Euroguidance/Euroguidance project. Euroguidance supports educational mobility and supports the development of guidance in Europe. The network operates in over 34 countries.

All Euroguidance centres consider two common objectives:

- Promoting the electrical dimension of orientation
- provide high-quality information on lifelong guidance and mobility in access to education.

Arrangements for targeted Euroguidance are made by career counsellors and policymakers in education and employment in all education countries.

The priorities for the activities and functions available through the centres shall be tailored to the individual needs of each country.

www.euroguidance.pl

Euroguidance Estonia. Description of good practices in career guidance in relation to comprehensive education and the labour market in Estonia. The publication presents the Estonian community of advisors and shares the idea of a permanent advisory system and digital solutions in this area.

[life-long-guidance-estonia_web-1.pdf \(eeagentuur.ee\)](#)

Comprehensive database. A comprehensive educational database has been created in Austria, which is a national platform for educational information, guidance, and counselling services.

www.erwachsenenbildung.at, www.eduvista.com



HELPFUL SUPPORT RESOURCES AND CONTACTS

Mind Tools. The on-demand platform contains thousands of resources in a range of formats designed to provide you with useful information to develop your personal and professional well-being.

www.mindtools.com

MAPP (Motivational Appraisal of Personal Potential) Assessment. A free online career test that allows you to determine your predispositions to work in specific positions.

<https://www.assessment.com/>

MBTI Personality Preferences. Through a series of questions, the MBTI assessment helps you identify your natural preferences in four personality areas.

www.knowyourtype.com

- How do you direct and receive energy, focusing on the outside world, interacting with people, and taking action, or focusing on your inner world and reflecting on ideas, memories, and experiences?
- How do you assimilate information, focusing on what you perceive using your five senses or seeing the big picture and looking for relationships and patterns?
- How do you make decisions and draw conclusions, logically analysing the situation or considering what is important to the people involved?
- How do you approach the outside world, in a planned and orderly way or in a more flexible and spontaneous way?

Strong Interest Inventory. Online test of temperament types according to Keirsey's theory of temperament.

www.cpp.com

European Association for the Education of Adults (EAEA). It is a non-profit organization that coordinates, collaborates and offers dissemination services of adult education projects.

<https://eaea.org/>

The European Society for Research in Adult Development (ESRAD) is a non-profit scientific organization that aims to promote, discuss, and help publish research and theories on adult development. Their goal is to expand opportunities and change that improve the quality of life. Research and discussion in this field include topics such as wisdom, cognitive and moral development, therapy, adult education, political development, social and spiritual development.

<http://www.europeadultdevelopment.org/>

Personality Type Test Based on the Work of Myers, Briggs, and Jung - free personality tests, many of which are based on peer-reviewed scientific research, and all performed by experts in psychometrics.

<https://www.idrlabs.com/test.php>



C) SOFT SKILLS

The last activity section of the toolkit is a comprehensive resource dedicated to the development of soft skills, a set of skills that are indispensable in social and personal contexts today. Commonly known as “soft skills”, these skills encompass a broad spectrum of skills, knowledge, and attitudes such as effective communication, critical thinking, creativity, stress management and leadership. These skills go beyond the technical skills learned in formal situations, as they are characterized by having a strong ability to adapt to constantly changing environments.

In today’s landscape of rapid technological change and globalization, these skills allow you to successfully face complex challenges and actively interact. Interactive activities and group exercises are proposed below to encourage a gradual development of specific soft skills, with a positive impact also on the individual’s work performance, but above all on the general well-being of the individual, improving the quality of life and promoting a healthy and sustainable balance of one’s commitments.

At the end of the activities, useful contacts, and suggestions of online platforms for the development of skills, proposals for the certified recognition of skills and practical tools are provided to obtain external feedback or carry out an accurate self-assessment to increase awareness of the skills possessed and those to be improved.

EXERCISES & ACTIVITIES

This section includes several exercises and activities designed to consolidate and enhance soft skills, contributing to the overall improvement of the participants’ individual well-being. Each proposal offers a practical approach, with concrete examples and applications of the skills covered. Among the activities proposed, there are exercises for solving real problems, interactive workshops and role-playing games aimed at putting into practice various transversal skills, such as problem solving, time and stress management and emotional intelligence.

Each handout provides details on the topic covered, the specific objectives, the methodology applied, the necessary tools, the estimated duration, and detailed instructions for its development. Practical advice and handouts are also offered with tools and links useful for learning the key concepts and topics covered.

Finally, for each activity, a complete guide of functional tools is provided for the practical application of the skills and to support the effective implementation of the activities (supporting documentation).



Handout 1: FIVE-MINUTE TIME MANAGEMENT

Topic: analysis and management of time and stress.

Objective: to promote awareness of time, increase self-confidence, nurture satisfaction, and encourage the identification of “time thieves” in one’s life to try to reduce them and remove resistance to change.

Methodology: combination of individual reflection, commitment to daily time management actions, planning strategies to reduce wasted time and group discussion, optional, to gain greater awareness in the confrontation.

Tools: pen and paper.

Duration: Every day, for a week, set aside at least one minute for a new action and observe the thieves of your time. Approximately 60 minutes for the introductory session, 20 minutes for individual concluding reflection and another 60 minutes for group sharing (optional activity).

Guidelines:

Introduction, distribution of the material and start of the exercise (about 60 minutes): at the beginning of the exercise, each participant reads the instructions and supporting documentation, after which each participant can individually answer the question “If I had only one minute available, what would I do?”, choosing one of the options provided (attachment b), and listing, following the diagram provided in attachment c, the necessary activities that are often left in the classroom. suspended for lack of time, courage, or organization. Once you have filled in the first two attachments, identify the “friendly time thieves” (welcome) and “enemy time thieves” (unwelcome), classifying them by importance, choosing them from the list provided in Annex d, or assuming new ones.

At this point, participants can choose to change direction, creating a daily commitment to perform a small action never attempted before and think of strategies to reduce, one step a day, the list of identified time thieves. It is recommended to jot down resolutions and reflections on a piece of paper to keep track of your daily progress.

Daily commitment for the first week (about 5 minutes per day): carry out the planned action(s) each day for at least one minute and recognize when you are falling victim to a time thief so that you can integrate small changes to reduce their impact on the benefits of the new actions.

Individual reflection (approximately 20 minutes): at the end of the week, participants are asked to carve out some time in a quiet, distraction-free environment to reflect on the satisfactions of the actions they have taken and the time thieves they have overcome, the benefits of exercise, and new resolutions for the future.



Sharing with the group of participants (about 60 minutes): at the end of the exercise, participants will be able to get together to share their experiences to have a constructive comparison and benefit from them in terms of self-esteem, support and awareness.

Advice: It is preferable to start with simple actions to facilitate the integration of the new method into the daily routine and maintain commitment. Sharing the experience with family and friends can increase motivation. If you find benefits and want to continue practicing the exercise, the suggestion is to periodically reconsider the time thief list to adjust to changes in priorities.

Source of inspiration: “Exercise book to slow down when everything is too fast” by E. Pigani (2011)
<https://www.vallardi.it/catalogo/scheda/quaderno-desercizi-per-rallentare-quando-tutto-troppo-veloce-libro.html>

Supporting documentation: Knowledge of time and stress management (attachment A), Initial Question Answer Options (attachment B), Task Outline (attachment C), List of Potential Time Thieves, and Personal Time Thief Identification Guide (attachment D).



Annex (a)

TIME AND STRESS MANAGEMENT

Tension from the external environment and the perception of being overwhelmed by an excess of tasks in a limited amount of time is an obstacle to managing stress in the daily routine, often becoming an additional source of stress. Poor time management manifests itself through the tendency to procrastinate, that is, to postpone necessary activities indefinitely; a persistent feeling of apathy and fatigue; a significant investment of time in unproductive activities; difficulty in meeting deadlines and a propensity to perform all tasks in a hurry; the difficulty in engaging in relaxing and beneficial activities such as hobbies, physical activity, or spending time with loved ones.

To deal with this constant source of stress, a valid solution is the use of strategies aimed at optimal time management. This is time management, a process of planning and supervising time for specific activities, aimed at achieving and finalizing goals more effectively and efficiently, to increase one's productivity. It is important to emphasize that the ability to organize activities is not the exclusive prerogative of those who have an innate personal predisposition, but is based on acquired habits; Therefore, it is important to acquire methods that facilitate the organization of time. While it requires constant effort, management efforts will be rewarded with a feeling of satisfaction and more control over one's life.

The effective organization of time is developed through three main phases:

1. Functional analysis of one's approach to time management

To begin with, it is enough to monitor the way you spend your days, evaluating the consistency of your choices in relation to the set goals. It is advisable to write down each type of activity, not limiting yourself to the main ones (such as study or work) but extending your attention to the less relevant ones as well. Rate the importance of each activity on a scale of 1 to 5, in relation to achieving certain outcomes, and rate the effectiveness of the time spent (i.e., was it useful to spend time on that specific activity?). Such an approach allows you to get a clearer view of your daily use of time, directing you towards more profitable choices and a more efficient allocation of time. In addition, it is advisable to pay more attention to interruptions during the execution of the task, identifying their causes and considering the possibility of managing them (for example, the distraction caused using the PC or phone during work can be solved by limiting the use of such devices during the performance of the activity).

2. Priorities

During busy times or busy schedules, there may not be enough time to complete all tasks. In these situations, it can be helpful to compile a list of priorities to determine which tasks to start with. Priority can be established by considering two factors: the time available to complete the task



(urgency) and the importance of the task in achieving personal goals. For example, a work relationship with an impending deadline may be considered urgent and imminent and will take priority over studying a book for personal training which is still important but not urgent. In addition, in some circumstances, it may be appropriate to learn how to delegate certain tasks. When it comes to urgent but non-essential commitments, you can involve colleagues or friends to avoid overloading during busy periods.

3. Practice

Once you have defined the activities to be carried out according to the objectives and related priorities, you need to put them into practice and to do this it can be useful to establish a weekly plan of activities, considering the priorities and the time needed to complete them. It is advisable to allocate the days dedicated to these activities precisely to avoid cancellations caused by insufficient planning. Although it may seem like a laborious process at first, this planning will become more and more natural, until it is systematically integrated into your approach to time management. Once you become familiar with this type of planning, organizing the week in terms of priorities will become automatic. In case the daily routine does not present difficulties, this more structured methodology can also be used in periods of higher commitment when the feeling of lack of time is more intense.

Finally, it's important to remember that stress doesn't necessarily have to be perceived as a negative state; A moderate dose of stress can be beneficial for the body and mind. Stress is used to train reactivity in emergency situations, stimulating you to find immediate solutions in different circumstances.

Having the right approach doesn't mean there are no hiccups, distractions, headaches, or bad days. Life itself is full of unforeseen events to manage, and it is precisely in situations of pressure and change that the distinctive qualities and abilities of a "trained" person emerge.

With these tips on how to regain control of your time and focus on what's really important, it's time to put them into practice by starting with the suggested exercise!



Annex (b)

INITIAL QUESTION AND ALTERNATIVE ANSWERS

“If I only had one minute, what would I do?”

1. I wouldn't even notice!
2. I would close my eyes to give myself a breath of air.
3. I would hurry up to send an urgent email.
4. I would give myself a moment to do nothing.
5. I would feel completely lost.
6. I would do a web search.
7. I would take the opportunity to do some sit-ups.
8. I would listen to a piece of music.
9. I would write in my journal what I am grateful for.
10. I'd go and browse through my social media account updates.
11. I would use the opportunity to clear my mind by looking out the window.
12. I'd call a friend I haven't heard from in a while.
13. I would have a coffee or a snack.
14. I would watch a hobby tutorial video.
15. I would make a shopping list.
16. I would read two pages of a book that I never have time to read.
17. I would categorically rule out the possibility of having even one free minute!
18. More...



Annex (c)

PENDING, POSTPONED, OR DESIRED COMMITMENTS

Compile a list of tasks for each of the following categories:

1. Mandatory duties left pending due to lack of time:

2. Essential activities that you continually put off due to lack of courage:

3. Pleasurable personal activities postponed due to lack of time:

4. Interests that you would have liked to explore, but have never dared to undertake:



Annex (d)

THE THIEVES OF TIME

List of 40 activities, behaviours and moods that directly impact a person's life:

1. Television
2. Confusion between priorities and objectives
3. E-mails
4. Cumbersome paperwork
5. Waiting in line
6. The visit is unsightly
7. Traffic
8. The quest for perfection
9. I social network
10. The Disorder
11. And video online
12. Phone calls
13. Technological and domestic maintenance
14. The inability to delegate
15. Accompanying family and friends (e.g., taking children to school or a parent to a doctor's appointment)
16. The excessive obsession on details
17. Household chores
18. Meal preparation
19. Resistance to change
20. Indecisiveness
21. The inability to say no
22. Expenses and purchases
23. Fatigue and stress
24. Useless chatter
25. Personal disorganization
26. Unresolved conflicts
27. The accumulation of information that is often useless
28. Inappropriate interruptions by family members
29. Sudden business meetings
30. The Loss of the Concept of Time
31. Meetings
32. Compulsive exploration of online content
33. The tendency to reply to all messages instantly
34. The mana to plan out irrelevant details



35. The need for constant confrontation
36. The indecision in choosing everyday clothing
37. Reading superfluous articles
38. The Maniacal Order
39. The caffè break
40. The endless showers

My Time Thieves

With the help of the list provided, write a list of the 7 “friendly” time thieves (the ones you like) and the 7 “enemy” time thieves (the ones you don’t like), ranking them in order of relevance.

My main time thieves “friends”:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

My main “enemy” time thieves:

1. _____
2. _____
3. _____
4. _____
5. _____



6. _____

7. _____

Now, become aware of the role they play in everyday life and ask yourself how you can narrow down this list. Come back to this reflection once you have completed the “Time Management in One Minute” exercise and you will then have begun to outline how you can make the most of your time. If you manage to give yourself your “time thieves” in a conscious way, it will mean that you have managed to use and manage your time in the best possible way.



Handout 2: SIX HATS TO MAKE A BETTER DECISION

Theme: to develop different thinking approaches associated with different skills to deal with decisions and problems in a more structured way.

Objective: To improve problem solving skills, motivation, collaboration, planning, and the ability to adopt different perspectives and thinking attitudes.

Methodology: This is a simulation and role-playing workshop that can be carried out both individually and in groups, providing a significant advantage in terms of diversity of thought.

Tools: Sheets and pens for reflections, and Internet-connected devices for further information.

Duration: about 2 hours and 30 minutes

Guidelines:

Study of the materials and assignment of roles (about 60 minutes): initially, a supporting documentation is distributed to the participants containing information on the technique of the “Six Hats for Thinking” (attachment a) and proposals for simulated scenarios (attachment b). After understanding the topics and choosing the scenarios, the participants, divided into groups of 7, will proceed to assign roles (6 participants will wear hat and 1 will be the moderator, responsible for signalling which hat/approach is in use and ensuring that in the turn, for example, of the yellow hat, no one uses the thought of the black hat). If the activity is carried out individually, the hats can be worn alternately by a single person, who will also be the moderator of himself. Individual exercise requires careful listening and autonomous management of the process; therefore, it is only recommended for experienced participants.

Simulation, presentation, and discussion (about 90 minutes): in each shift, all members of the group, excluding the moderator, will wear an approach of the same colour and analyse the selected problem aloud according to the indications of that colour:

1. The **white hat** is the hat of information. In this shift, you can analyse the available data on the situation to be resolved and delve into additional data that may prove useful. You don't make judgments, it's just a passing of information.
2. The **red hat** represents emotional reactions. Everyone should share their feelings about the proposal and state the reasons for it.
3. The **yellow hat** is the hat of optimism. Everyone must express what they think is good in the proposal. Even if the idea doesn't sound exciting, it's time to try to find some positive points.
4. The **black hat** is the hat of pessimism. It's time to spot at least one flaw in your proposal, even if it's your idea. If you are proud of it, you must try to point out its drawbacks or disadvantages.



5. The **green** hat is the hat of possibilities. In this turn, participants will suggest creative and innovative ways to adapt or improve the idea to make it more efficient.
6. The **blue** hat is the hat of verification. By adopting this approach, participants will reach the end of the exercise and discuss the feasibility of the solution identified. The moderator can also put on the blue approach and participate in the discussion by summarizing the key points that emerged in the process and helping to define the new strategy.

Some approaches may take longer than others to discuss, in fact, generally, it is the yellow, black, and green hats that take most of the time. It is possible to go back to a hat that has already been worn, if necessary, if everyone is wearing the same hat colour at the same time.

Advice: Emphasize the importance of open communication, active listening, and collaboration while respecting participants' cognitive styles. Encourage creativity and imagination in manifestations of thought.

Supporting documentation: information on lateral thinking and the technique of the six thinking hats (attachment a) and proposals for possible scenarios useful for carrying out the exercise (attachment b).



Annex (a)

LATERAL THINKING AND THE SIX HATS FOR THINKING

Lateral thinking and the Six Hats technique are very important methodologies to stimulate innovative and critical reflection. First conceived by creative thinker Edward De Bono, lateral thinking invites humans to break free from the constraints of conventional approaches and embrace, instead, a more open and flexible way of thinking.

Lateral thinking suggests challenging certain cognitive habits, adopting new thought patterns to solve problems and deal with situations. One way to encourage the mind to explore new directions is to ask provocative questions, use analogies and metaphors to identify unexpected connections, and occasionally ignore conformist rules in favour of limitless creativity, but always under the control of rationality.

The technique of the Six Hats for Thinking, also developed by De Bono, is a practical tool for managing individual and group thoughts. Using metaphorical hats, each representing a different perspective, the decision-making process becomes more structured, minimizing conflicts arising from conflicting opinions.

When you put on the **blue hat**, you become responsible for managing the conversation. Through this approach, the objectives of the discussion are defined, and the path is tracked, ensuring that the entire discussion is oriented towards clear and defined outcomes.

The **white hat** requires the wearer to focus on facts and objective information to have a solid foundation and an objective overview on which to base reasoning. It is an approach focused mainly on the available data with an analysis of what needs to be searched and found to give positive input to the discussion generated.

Emotions and insights come into play with the **red hat**. This approach provides an open space for expressing one's feelings and revealing one's instincts, allowing for a deeper exploration of the individual's emotional perceptions.

The **black hat** requires a critical perspective. Wearing this hat means analysing the risks and problems of a situation, identifying potential criticalities. This is an in-depth, realistic assessment that is often overlooked, but plays a vital role in the analysis.

The **yellow hat**, on the other hand, focuses on optimism, exploring benefits and opportunities. It's like highlighting the positive points over the critical ones, to maintain a good balance in the discussion.



Finally, the **green hat** turns minds into creative hotbeds. Freed from restrictions, participants generate innovative ideas and solutions. It is an opportunity to explore new paths, channelling creativity into the search for fresh and original solutions.

During conversation or problem solving, you can fluidly navigate from one hat to another, adapting to the needs of the moment. Starting with the Black Hat can guide critical analysis of a problem, followed by the Green Hat to stimulate innovation and creativity in solutions.

The integration of Lateral Thinking and the Six Hats Technique can greatly enrich decision-making and problem-solving. The use of these methodologies offers the opportunity to change one's point of view after analysing a complete and balanced perspective, which allows one to better overcome challenges, make better decisions and fully exploit one's intellectual potential. When faced with a stalemate over a work or personal situation, it can prove to be the ideal technique to explore a problem, discuss innovative ideas, develop solutions, and choose the best one. The Six Hats method, among its advantages, also allows you to overcome the problem of personalities that is common in traditional ways of thinking. Opening to original approaches to thinking, in fact, also teaches us to think better, to be more flexible, reflective, and original.



Annex (b)

POSSIBLE SCENARIOS

1. You are considering investing in the purchase of your first home to leave the home where you live with your parents and move in alone.
2. You are a student, and you have to decide which degree course to undertake by evaluating your choices for the future, and your job prospects in the short and long term.
3. You are part of a group of friends who want to plan a unique and memorable vacation together and must agree on the various organizational aspects of the trip such as destination, budget, and personal inclinations.
4. You would like to improve your health and well-being through physical activity with a personalized and sustainable long-term fitness plan that fits your lifestyle.
5. You participate in a volunteer team engaged in managing a reputation crisis on social networks for a non-profit organization. Your responsibility is to develop a strategy that considers stakeholders' perspectives and effectively addresses the situation.
6. You work from home and want to optimize your space and routine to improve productivity and well-being, considering your commitments, finances, and needs.
7. You have to plan a dinner with friends, some of whom have dietary restrictions, and you have to create a menu that satisfies everyone, considering limitations and preferences.
8. You want to improve your skills through an online course, but there are many options to choose from. Weigh your decision by evaluating course content, methodologies, and learning needs based on your specific skills and needs.
9. You need to share household responsibilities fairly with your partner/roommate/family members, and you want to do it in a way that the division of work is balanced and satisfactory for everyone according to commitments and inclinations, but above all that it is sustainable overall.
10. Your neighbour is quite noisy, and you need to address the problem with him by exploring peaceful solutions that consider each other's point of view and keep neighbourly relations harmonious.
11. You want to learn how to play an instrument, and to do so you must first evaluate the effort required, the type of instrument you want to play, the viable possibilities, and the budget available.



12. You are considering adopting a pet but want to make a responsible decision based on your commitments and the burdens that may come with your choice.



Handout 3: THE DREAM IN THE DRAWER

Theme: developing emotional intelligence by investigating unexpressed or unfulfilled desires.

Objective: to enhance individual and collective awareness of unfulfilled desires, promoting an in-depth reflection on the personal meaning of what one would like to achieve and has not yet realized.

Methodology: the exercise begins and ends with individual reflection sessions, interspersed with phases of sharing and group discussion.

Tools: sheets of paper, pen, a container.

Duration: about 2 hours and 20 minutes.

Guidelines:

Introduction to emotional intelligence, distribution of the material and start of the exercise (60 minutes): the session begins with a theoretical phase in which all participants are provided with supporting documentation in which to find useful information to read up on emotional intelligence. In the meantime, each participant is given blank sheets of paper that are all the same on which to write an unfulfilled wish anonymously.

Comparison (about 60 minutes, depending on the number of participants): once folded, the sheets are placed inside a container and mixed. Each participant can take turns drawing one randomly and then reading the wish aloud and sharing their thoughts about it, as if the wish were their own, trying not to make judgments. During the discussion, it is crucial to make use of emotional awareness and empathy. It may be helpful to answer the following questions:

- What do you feel or imagine when you think about this desire?
- Do you think this is an achievable or illusory dream?
- What does “I would have liked” mean in the story of your life?

Once the cards are finished, each participant will be able to tell the group if they found the reflections received on their dream useful.

Individual observations (20 minutes): Participants can now reflect on the total or partial feasibility of their dream based on the new points of view gathered from the group’s reflections.

Advice: make sure to create a respectful and mutually accepting environment that encourages the active participation of all group members and maximum support in case of intense emotions. Focus the discussion on understanding feelings that are legal to desire and not, necessarily, looking for an immediate solution.



Source of inspiration: “83 psychological games for group leadership. A manual for psychologists, teachers, social workers, animators” edited by S. Mandes and published by Franco Angeli (2002)

<https://www.francoangeli.it/Libro/Ottantatre-giochi-psicologici-per-la-conduzione-dei-gruppi?Id=4657>

Supporting documentation: resources and insights on emotional competence, emotional intelligence, and emotion management strategies (attachment A).



Annex (a)

EMOTIONAL COMPETENCE, EMOTIONAL INTELLIGENCE AND EMOTION CONTROL

Emotional competence, defined as the ability to express, recognize, and control one's emotions, allows the individual to respond appropriately to the emotions of others and to better interact with the outside world. This skill, acquired through learning, significantly determines a person's ability to relate constructively to others.

Fundamental to personal emotional competence is self-knowledge, which includes recognizing individual emotions and understanding the impact they can have on others. Emotional control and approval management are just as important; In fact, it is necessary to be able to understand one's own emotions before evaluating those of others. The acquisition of skills such as self-control, anger management and the development of empathy are fundamental cross-cutting elements for building personal confidence and the desire to learn.

On a deeper level, emotions related to experiences and people can significantly influence not only the ability to learn, but also the quality of decisions made consciously and the path of each one. Emotional competence is not limited to the individual, as it also encompasses social competence, which is the ability to feel empathy for others. Thanks to emotional competence, people can react appropriately to the emotions of others, such as anger, fear, and grief.

The well-known psychologist and journalist Daniel Goleman, in his 1995 book entitled "Emotional Intelligence", redefines the traditional concept of IQ, presenting **emotional intelligence** as a set of fundamental skills. According to Goleman, this skill comprises five main components which are as follows:

1. **Awareness of one's emotional state:** the ability to recognize and understand one's emotions. Being aware of your emotions is the first step to managing them effectively, allowing you to identify them without being overwhelmed.
2. **Emotional regulation:** The ability to manage and regulate one's emotions appropriately and constructively. This aspect of emotional intelligence allows you to adapt your emotional reactions to different situations, avoiding overly impulsive or inappropriate responses.
3. **Motivation:** In the context of emotional intelligence, it refers to the ability to direct emotions towards constructive goals; good emotional motivation allows you to use positive emotions to maintain high levels of engagement and resilience.
4. **Empathy:** The ability to understand and respond to the emotions of others, facilitating the creation of meaningful connections and improving interpersonal relationships.
5. **Social skills:** the ability to manage social relationships effectively, successfully managing social dynamics, resolving conflicts, and building positive relationships.



Each of these components represents a skill that individuals must know and want to develop, but success in one does not guarantee success in the others. Expressing emotional competence through an index like that of the IQ would be of little significance; It is rather useful to define a profile that describes the strengths and weaknesses of the individual in each component. The assessment of emotional competence must consider the person's age, background and cultural background. In addition, it is closely related to social competence, especially in the management of emotions during social interactions and in peer relationships.

Emotional intelligence, as pointed out by Goleman, has a significant impact on relationships, leadership, negotiation, and conflict resolution. It is crucial to find a balance between emotional intelligence and cognitive intelligence to achieve a fulfilling life. While cognitive intelligence is crucial for technical and cognitive skills, emotional intelligence contributes to relationship management and emotional well-being.

Insights:

Nel video di Big Think al link <https://www.youtube.com/watch?v=Y7m9eNoB3NU> "Daniel Goleman introduces Emotional Intelligence" in pochi minuti.

You can read for free a copy of "emotional intelligence" by Daniel Goleman published by Bantam in 2005 at the following link:

<https://asantelim.files.wordpress.com/2018/05/daniel-goleman-emotional-intelligence.pdf>

Some **emotion management strategies** include relaxation and mindful breathing techniques (deep breathing, mindfulness, meditation, yoga, guided visualization, etc.), stimulation of positive emotions, such as gratitude and joy (gratitude journal, positive music playlists, happiness podcasts, positive content videos, gratitude jar, etc.), having an attitude to optimistic thinking (podcasts about optimism, motivational videos, blogs about optimism, games and activities, books on positive psychology, positive mantras, etc.) and free the mind from emotions related to the past to focus on the energy of the present and the expression of one's potential (mindfulness and meditation, personal coaching, mindfulness practices, support groups, positive visualizations, guided relaxation exercises, etc.).



ONLINE PLATFORMS AND RECOGNIZED CERTIFICATIONS

In recent years, online education has rapidly gained popularity due to its considerable advantages, which fully respond to the needs and dynamics of modern society. Its accessibility on a global scale allows users to access high-quality courses without the geographical limitations associated with traditional learning methods. Flexible working hours allow individuals to integrate training into their professional and personal commitments. The diverse offer of online courses reflects the growing demand for learning opportunities on a wide range of topics. In addition, the combination of multimedia approaches and tools to interact with amplifies the interactivity of the learning process. The ability to learn at your own pace, the ease of access to learning materials, and the time and money savings from physical travel further underline the attractiveness of online training. There are several online platforms that offer skills development courses and certifications that are recognized at European level. Here are some suggestions that may be useful depending on the specific area you intend to develop.

edX: is an online education initiative co-founded by Harvard and MIT that offers online courses developed in collaboration with prestigious universities and training institutes.

Main link: <https://www.edx.org/>

SkillShare: is a U.S. online community specializing in hands-on and creative learning, offering courses on design, creativity, business, technology, and much more. Many courses offer hands-on projects to apply what you have learned.

Main link: <https://www.skillshare.com/en/paths?via=header>

Khan Academy: It is a U.S. educational organization whose platform focuses primarily on academic subjects as well as offering free courses on soft skills and continuous learning.

Main link: <https://it.khanacademy.org/>

Google Digital Garage: It is a national program that offers free online courses on digital topics, online marketing, and digital skills development.

Main link: <https://grow.google/intl/it/>

LinkedIn Learning: is an American online learning platform that offers courses of various kinds, including those related to soft skills and specific to professional sectors.

Main link: <https://www.linkedin.com/learning/>

OpenClassrooms: is a European online education platform based in Paris that brings together practical learning and professional skills, offering online courses with recognized career paths in various sectors.

Main link: <https://openclassrooms.com/en/>

Udacity: is a California-based organization that offers open courses and nanodegrees in technology, software development, and advanced technical skills. Udacity's certifications are designed in collaboration with companies in the industry.

Main link: <https://www.udacity.com/>



Before enrolling in a course, it's a good idea to always check the reviews, user feedback, and reputation of the platform. Additionally, some platforms offer free courses or trial periods to verify that the content meets the specific requirements of the skills you want to acquire.

At the European level, there are several skills certifications recognized through the European Qualifications Framework (EQF) and other reference tools. Some of the most well-known certifications and documents include:

EUROPASS: A set of standardised documents that allow European citizens to present their skills and qualifications in a transparent way. It includes the Europass Curriculum Vitae, the Europass Language Passport and the Certificate Supplement.

Main link: <https://europa.eu/europass/it>

ICDL (known as ECDL, European Computer Driving Licence): A European certification available worldwide that attests to basic digital skills. It covers topics such as computer use, internet browsing, word processing, and spreadsheets.

Main link: <https://icdleurope.org/>

EIPASS (European Informatics Passport) certification: a certification that attests to basic computer skills recognized at European level and focused on different areas, including cybersecurity and data protection.

Main link: <https://en.eipass.com/>

Europass Mobility: documents the competences acquired during a period of learning or training in a European country other than the country of residence. It is particularly useful for those participating in mobility programmes, such as Erasmus+.

Main link: <https://europa.eu/europass/en>



FEEDBACK AND SELF-ASSESSMENT

The self-assessment and feedback of skills aim to make the individual aware of the skills possessed and developed during the various moments of professional and extra-professional life, skills that are often taken for granted or to which not enough emphasis is given, and which, if appropriately addressed, could instead represent a distinctive point of one's personal or professional training profile.

Below are some suggestions for online modules, outlines, self-assessment test formats and guides to help interested participants assess their skills and identify areas for improvement:

- The “Guide to the self-assessment of skills” edited by the agency for employment and international mobility SEND provides information on the definition of skills and the different categories of skills. It also describes a structured pathway for self-assessment of skills and suggests an online test for skills monitoring and assessment.
<https://mobility.sendsicilia.it/wp-content/uploads/2021/02/GUIDA-ALLAUTOVALUTAZIONE-DELLE-COMPETENZE.pdf>
- The “How to perform a Self-Assessment” manual produced by the recruitment search engine Indeed offers tips for conducting an effective self-assessment.
<https://www.indeed.com/career-advice/career-development/self-assessments>
- “StrengthsFinder 2.0” created by Gallup is one of the best-selling business books of all time, containing hundreds of strategies to practice your strengths to thrive in life and work.
[https://store.gallup.com/p/en-us/10385/strengthsfinder-2.0-\(hardcover\)](https://store.gallup.com/p/en-us/10385/strengthsfinder-2.0-(hardcover))
- In the book “Mindset: The New Psychology of Success” author Carol S. Dweck, Ph.D. shows how success in school, work, sports, the arts, and almost every area of human activity can be dramatically impacted by how we think about our talents and abilities. The phenomenon of the false growth mindset is introduced, and a guide is provided that allows you to adopt a deeper and truer growth mindset.
<https://www.randomhousebooks.com/books/44330/>
- On sites like Google Forms and SurveyMonkey, you can create free online surveys. To ask the right questions and create questionnaires quickly and easily, the user can take advantage of artificial intelligence or choose one of the many expert questionnaire templates that are easily customizable.
Google Form: <https://www.google.com/intl/it/forms/about/>
SurveyMonkey: <https://uk.surveymonkey.com/welcome/sem/>

To get feedback on your skills, it is also useful to involve the people around you in your self-assessment or participate in discussions on professional platforms to get feedback from the online community.



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Another way to reflect on your skills is to fill in the specific sections dedicated to skills on the standard formats of resumes or grids for the assessment of soft skills. Comparison with standard models can open wide windows of self-assessment and prospects for improvement.



TIPS FOR PRACTICING WELLNESS

On the path to improving individual well-being, it is useful to have practical and effective tools to raise the quality of daily life. The practical advice below is a selection of relaxation exercises, breathing techniques, meditation, mindfulness, stress management, and strategies to promote well-being. These proposals are concise, diversified, highly customizable and adaptable to the specific needs of your lifestyle.

Those who wish will have the opportunity to deepen the strategies suggested through an online search or by reinterpreting them in the way that best suits their tastes and goals. These approaches, along with other techniques, can be fully or partially integrated into the path to a more mindful and fulfilling lifestyle.

Each practical suggestion is accompanied by a short questionnaire for self-observation of the benefits that also provides the opportunity to reflect on individual experiences, fostering continuous growth and personalized adaptation of wellness practices.

Diaphragmatic breathing

Lie down or sit comfortably. Breathe slowly through your nose, causing your diaphragm to expand. Exhale slowly through your mouth. Repeat for 5-10 minutes.

Self-observation of benefits: How do you feel after practicing diaphragmatic breathing? Have you noticed a change in your stress level?

Mindfulness Walking

Walk slowly, paying attention to each step. Focus your mind on the physical sensations as you walk. Make the exercise last at least 5 minutes.

Self-observation of the benefits: what did you notice during the walk? Did you feel more present in the moment?

Guided Meditation

Use an audio recording of those available on the web, focusing on breathing and progressive relaxation of the body.

Self-observation of the benefits: What were your thoughts during the guided meditation? Have you seen immediate benefits?

Positive Evaluation Exercises

Imagine a quiet place or a positive situation. See every detail. Breathe deeply and immerse yourself in this image.

Self-observation of benefits: How did the positive evaluation make you feel? Have you noticed improvements in your mood?



Progressive muscle relaxation

Contract and relax the different muscle groups, starting from your feet to your head, until you are completely relaxed.

Self-observation of the benefits: Were you able to feel a sense of relaxation during and after the exercise?

Diary of Successes

At the end of the day, write down at least one success, big or small, that you feel you have achieved.

Self-observation of benefits: After a week, have you noticed any changes in your outlook?

Mindful eating:

Take time to eat slowly, savouring every bite. Pay attention to the chewing motion, flavours, and textures.

Self-observation of benefits: Have you noticed a difference in your mindfulness during meals?

Stretching exercises:

Throughout the day, perform short, light stretching exercises to relax muscle tension.

Self-observation of benefits: Do you feel more flexible after exercise? Have you noticed a greater sense of relaxation?

Breathing 4-7-8

Inhale for 4 seconds, hold your breath for 7 seconds, and exhale for 8 seconds. Repeat for a few cycles.

Self-observation of benefits: How do you feel after breathing in a controlled manner for a few minutes?

Mindful Morning Waking

When you wake up, give yourself a few minutes to practice deep breathing and focus on your goals for the day.

Self-observation of benefits: How did it positively affect the rest of the day?

Sensory exploration

Focus on one of your senses at a time (sight, hearing, touch, taste, smell) for a few minutes. Experience every sensation.

Self-observation of benefits: What sensations did you find most rewarding during sensory exploration?

How has it affected your awareness while performing other daily activities?

Spontaneous Dance

Put on some relaxing music and dance freely, letting your body move spontaneously.

Self-observation of benefits: how did you feel? Have you noticed an increase in positive energy?

Bedtime rituals

Create a relaxing evening routine, which could include reading, music, meditation, or an herbal tea.

Self-observation of benefits: After the first week, did you notice an improvement in sleep quality?



TOOLS FOR MONITORING WELL-BEING

Well-being is a fundamental condition for personal fulfilment. Monitoring one's individual well-being allows the person to have a greater awareness of their physical and mental health, especially in an era where technology offers advanced tools and applications designed not to lose sight of the different aspects of daily well-being.

The tools available today range from the analysis of physical activity and sleep quality to the management of stress and body weight. Activity trackers, meditation apps, smart scales, and other devices integrate technology to provide detailed information about a person's physical and mental state. The common goal of all these tools is to improve attitude, awareness, and proactivity towards a sustainable state of health. Mindful adoption of these tools can lead to a greater understanding of oneself, to promoting more sustainable lifestyles and to practicing resilience in a conscious way. The combination of technology, traditional practices, and awareness of social connections can be the key to turning well-being into a daily habit.

Among the basic methods, keeping a wellness journal can be useful for recording emotions, thoughts, habits, and stress levels. Tracking this information over time allows you to spot patterns and identify areas where improvements can be made. Writing about positive experiences can also help promote a positive mindset. The journal can also be kept digitally using apps or online platforms that can make it easy to record habits and progress.

Some journal and tracking apps:

DAYLIO is a versatile app available on iOS and Android that allows you to keep track of your emotions, daily activities and monitor your mood in a simple and intuitive way.

<https://daylio.net/>

JOURNEY is a multimedia diary app that allows you to record your thoughts, images and even your location. Available on iOS, Android, Mac, and Windows.

<https://journey.cloud/it>

REFLECTLY is the first journal that uses artificial intelligence to guide you through the process of daily reflection. It helps spot thought patterns and offers suggestions for improving mental well-being. Available on iOS and Android.

<https://reflectly.app/>

DAY ONE is the app born with the mission of helping the user discover the transformative power of journaling in everyday life. Available on iOS, Mac, and Android, it allows you to record texts, photos, locations, and more.

<https://dayoneapp.com/>



GRID DIARY is an app available on iOS that combines diary and planner templates with things to consider helping the user reflect on different areas of daily life to track well-being and progress.

<https://griddiaryapp.com/>

Online platforms such as BetterHelp and Talkspace offer virtual counseling services with psychologists and counselors to address issues related to mental well-being:

<https://www.betterhelp.com/>

<https://www.talkspace.com/>

Informational page websites such as WebMD and NIH provide reliable resources for educating yourself on various aspects of physical and mental health, as well as providing guidance on how to collect data to monitor levels of well-being and suggest improvement interventions:

<https://www.webmd.com/>

<https://www.nih.gov/>

There are also numerous apps and activity trackers designed to monitor and improve mental health, physiological parameters, nutrition. Some offer breathing exercises, others provide spaces for guided meditation, and still others can allow you to record values, habits, and personal progress.

Examples of apps to help you sleep better, reduce anxiety and stress, include:

HEADSPACE <https://www.headspace.com/>

INSIGHT TIMER <https://insighttimer.com/>

Nutrition also plays a vital role in achieving a healthier lifestyle and feeling better. Examples of apps that help achieve goals through motivational and tracking tips include:

MYFITNESSPAL <https://www.myfitnesspal.com/it>

CRONOMETER <https://cronometer.com/>

The combined use of these resources, both analogical and technological, can contribute to a complete monitoring of well-being, promoting a healthy and conscious lifestyle. The choice of one method, a consultancy, a format or an app rather than another depends on personal preferences and the specific features you are looking for. Trying different ones allows you to evaluate which one best suit your needs and lifestyle.



SUMMARY OF KEY TAKEAWAYS AND FUTURE PROSPECTS

This toolkit represents a practical guide based on the principles of the INTRA project and whose aim is the harmonization of psycho-physical well-being with the management of technology and integrated training, offering tangible tools to improve the quality of life. By implementing these practices, one can aspire to a sustainable balance between work and personal well-being, creating a positive impact on both the individual and community levels.

The handouts contained within the Toolkit provide a comprehensive and empathetic approach to self-improvement and the achievement of well-being. Through engaging exercises such as the “Simulated Coaching Session” or “The Six Hats for Better Decision”, as well as time management activities, questionnaires, and other stimuli for role-play or reflection, the Toolkit provides valuable practical tools, activities, and supporting documents. This is not just a compendium of exercises, but a practical guide that aims to provide its user with emotional support along with well-being monitoring tools and practical tips that, combined, create a complete framework for self-assessment, continuous progress, balance, and satisfaction.

The future perspectives for the Integral Development Toolkit outline an achievable and promising horizon, in which the evolution of society offers unique opportunities and challenges. Three main areas outline the potential directions of growth and impact for this innovative tool: personal guidance, counseling and the development of soft skills.

The world is experiencing an accelerated transformation, driven by digitalization, artificial intelligence, and changes in organizational dynamics. The toolkit will need to dynamically adapt to meet new needs, providing tools to develop key skills such as flexibility, change management and continuous learning skills. Designing updated modules and including emerging themes will allow the toolkit to keep up with the changing needs of today’s society.

Diversity and inclusion are topical and increasingly central issues in the European educational and social landscape. One way to expand the toolkit could be to delve deeper into the challenges and opportunities of managing multicultural teams, promoting awareness of cultural differences and unique perspectives. The integration of content aimed at developing intercultural communication skills and inclusive leadership could be key to addressing the challenges of an increasingly global and diverse world.

The balance between work and personal well-being has also become a complex and widespread topic, especially considering the changes in job perceptions and personal expectations. The toolkit could expand its offerings to include specific strategies and tools to improve stress management, promote emotional and physical well-being, and foster lifestyle awareness. Guidance activities could prove essential in supporting individuals looking to navigate the challenges of modern work without compromising their overall well-being.



In addition, the customization of the toolkit could be further refined, adapting to the specific needs of specific industries or particular demographic groups. The integration of emerging technologies, such as virtual reality or artificial intelligence, could also enrich the learning experience, allowing for more realistic and personalized simulations.

The toolkit is designed as a finished, complete and functional tool, although it lends itself well to greater customization, adaptability and inclusivity. In the future, through updates and enhancements to keep up with new challenges and explorations, the toolkit can continue to serve as a catalyst for individual growth and excellence in an ever-changing world.



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