

# **Release Diary** (preparation for release with art therapy tools)

## Course Curriculum - Design and Development

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*"Turn your face towards the sun and let the shadows fall behind you."<sup>1</sup>*

1. Life sometimes might seem to be quite difficult. Even when someone is before release. Everyone is looking forward the moment of stepping out from the closed institution, but complete happiness is accompanied by some worrying questions, concern, fear, anxiety. These can be overcome by conscious preparation for release, planning and rethinking the situation. The Release Diary can help you in all these issues.

Are you worried? Anxious? If you are before release (and this is true for all people in detention except some extreme cases), it's natural.

Try to relax a little bit.

## **1 A little coloring<sup>2</sup>**

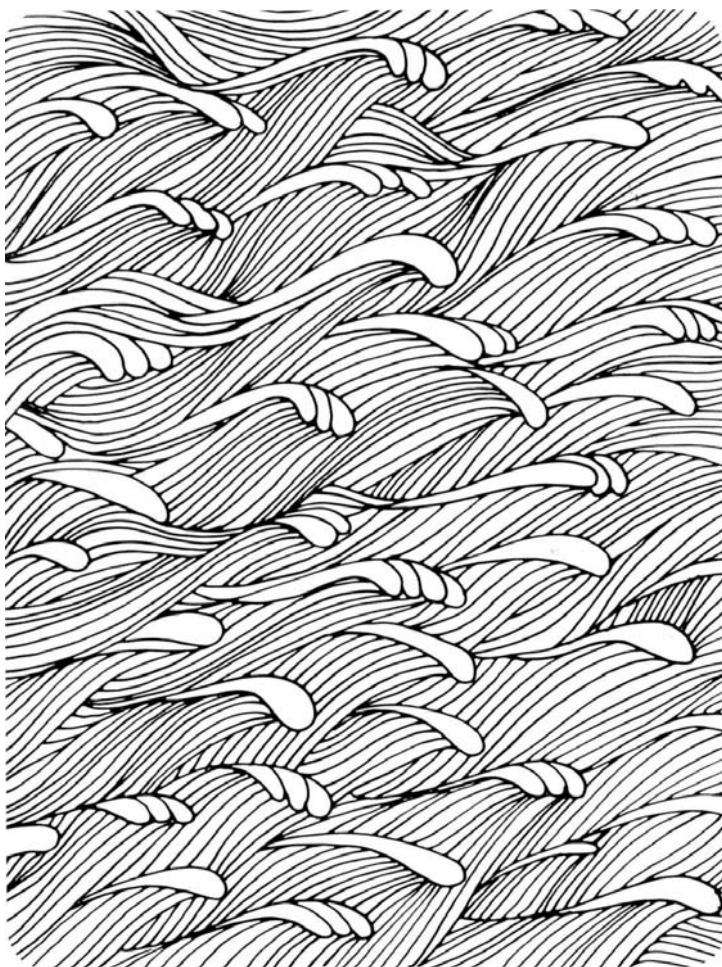
Coloring is a simple and soothing form of time spent on ourselves. It can also help if you have a hard time relaxing, because it allows your mind to slow down a bit effortlessly and forget about yourself.

Give it a try with the pattern below. Do not hurry with choosing the colors. Afterwards, observe the more difficult parts of the pattern before you begin. Start coloring whenever you feel ready.

---

<sup>1</sup> American proverb. In.: A Dictionary of American Proverbs. Oxford, Oxford University Press, 1992.

<sup>2</sup> The Wellbeing Journal Creative Activities to Inspire. Michael O'Mara Books Limited, 2017.





Curriculum Vitae

Alonso Henrique

**PERSONAL SKILLS**

Mother tongue(s) Portuguese;  
Other language(s)

|          | UNDERSTANDING |         | SPEAKING           |                   | WRITING |
|----------|---------------|---------|--------------------|-------------------|---------|
|          | Listening     | Reading | Spoken interaction | Spoken production |         |
| English: | C2            | C2      | C2                 | C2                | C2      |
| French:  | C1            | C1      | C1                 | C1                | C1      |

Levels: A1/A2: Basic user - B1/B2: Independent user - C1/C2: Proficient user  
Common European Framework of Reference for Languages

Computer skills and competences

| #   | Technology, Framework, Methodology and/or Environment software | Duration   | Competence (scale, 1-5) |
|-----|----------------------------------------------------------------|------------|-------------------------|
| 1.  | PL/SQL                                                         | 11.6 years | 5                       |
| 2.  | Oracle                                                         | 5.4 years  | 5                       |
| 3.  | Oracle                                                         | 11.6 years | 5                       |
| 4.  | Oracle 11g                                                     | 7.1 years  | 5                       |
| 5.  | Oracle Data Integrator                                         | 5.1 years  | 5                       |
| 6.  | RUP                                                            | 9.8 years  | 5                       |
| 7.  | Business Objects XI 3.1                                        | 5.4 years  | 4                       |
| 8.  | Scrum                                                          | 4.4 years  | 4                       |
| 9.  | Shell Script                                                   | 8.1 years  | 4                       |
| 10. | Business Objects Universe Builder                              | 3.8 years  | 3                       |

| #  | Role and/or function | Duration   | Competence (scale, 1-5) |
|----|----------------------|------------|-------------------------|
| 1. | Developer            | 10.5 years | 5                       |
| 2. | Analyst              | 10.5 years | 5                       |
| 3. | Team leader          | 8.3 years  | 4                       |
| 4. | Trainer              | 5.1 years  | 4                       |
| 5. | Project Manager      | 3.7 years  | 4                       |
| 6. | Tester               | 3.0 years  | 4                       |
| 7. | Manager              | 1.1 years  | 3                       |
| 8. | IT Recruiter         | 1.1 years  | 3                       |

| #  | Business industry or sector | Duration  |
|----|-----------------------------|-----------|
| 1. | Telecommunications          | 5.1 years |
| 2. | Market Research             | 3.0 years |
| 3. | Public Policy               | 1.8 years |
| 4. | Outsourcing/Offshoring      | 1.1 years |
| 5. | Banking                     | 0.7 years |

Hobbies BTT, sailing, learn new topics, travel

Driving licence B - Car

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## Annex - Europass CV template



Curriculum Vitae

Afonso Henriques

PERSONAL INFORMATION

Afonso Henriques

Lisbon, Portugal

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helo@spintcv.com

Sex: Male | Date of birth: 01-01-1985 | Nationality: Portuguese

JOB APPLIED FOR

Senior Qlikview Developer

WORK EXPERIENCE

05-2017 - Ongoing

Senior QlikView Developer

Client: European Commission - DG BUDG

Location: Brussels, Belgium

Project Name: Advanced Data Visualization unit

Project achievements:

Delivery of Budget Monitoring, dashboard used by 52 agencies, 150 users to monitor the live cycle of budget workflow.

Implementation of cross-department project to build the EC Budget Interactive map.

Project description and main objectives:

DG BUDG recently created dashboarding team, has the mission to study, build and maintain dashboard tools to support the budget, planning and supervision of European Commission

The dashboard created aim global public, from desk officers and other DGs.

Activities and responsibilities:

Developer and analyst on Qlikview projects like Budget monitoring, Budget and money flows,

Analyse, design, improve and maintain Qlikview dashboards;

Improve communication between IT and Business for a better alignment;

Improve automation of existent process to support business report's needs;

Present technical solutions;

Build of the approved solution;

Quality control and evaluation of the deliverables;

Project documentation using Confluence and JIRA.

Roles performed: Project Manager, Team leader, Analyst, Developer;

Technologies and frameworks used: Qlikview, Desktop Intelligence; PL/SQL, Oracle;

Confluence, JIRA, Qlik GeoAnalytics; MS Office; Business Objects XI 3.1, Oracle 11g;

Methodologies used: RUP;

Business or sector: Public Policy

EDUCATION AND TRAINING

09-2006 - 06-2008

Master data management

Master degree (2 academic years)

University of Lisbon

09-2003 - 06-2006

Computer Science Engineering

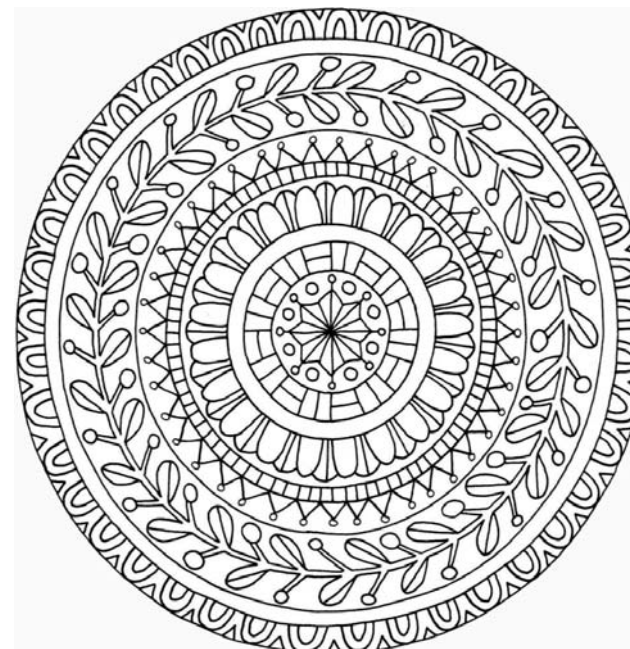
Bachelor degree (3 academic years)

University of Coimbra

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2 What have you left, what have you brought?

It's the first day of the month. It's a great time to reflect on how the past month went by and what's in store for you this month. The days may seem monotonous, but if you put them under a magnifying glass, you can see the differences that help you to bring together what you're taking with you from the past month and what you're leaving behind. It's like sorting when you move house. In the box you put the things you don't need while in the bag, the things that you bring with yourself.

First, let's review what you left from the previous month. It could be an object you left last month, it could be a relationship that ended, or it could be a behavior you no longer want to repeat. But it could also be a mood you no longer want to experience this month. Maybe you've been sick or had a fight with someone. Think about it and then write it on this box:



Look at what's in the box. When you think about how the last month has been for you, how do you feel?

(circle the emoji)



This person wants you to succeed, but does not pressure you, does not push you, is completely and unconditionally accepting of you.

Dear (your name)! \_\_\_\_\_

I know, when (the first problem) \_\_\_\_\_

\_\_\_\_\_ happens, you (your feelings) \_\_\_\_\_

\_\_\_\_\_ At the same time \_\_\_\_\_

And I know, when (second problem) \_\_\_\_\_

\_\_\_\_\_ happens, you (your feelings) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ At the same time \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

With love:  
Your forever friend

Once you have written the letter, set it aside for a few hours or a day.  
Then take it out and read it.  
Think about the words, their meaning.  
Let the positive message flow through you.

### 38 Letter to myself<sup>1</sup>



Gabriël Metsu: Man Writing a Letter (1664-66)

How we see ourselves has a major impact on how we cope with everyday life and the kind of life we can look back on / look forward to. Compassion for ourselves and others can lead to a calm and balanced state of mind, improving our view of ourselves, helping us to stop envying the good fortune of others and reducing critical views of our own qualities and abilities.

#### Exercise:

**Write a letter of sympathy to yourself using the template below.**

The letter presents you from the perspective of an imaginary friend. This friend loves you in all circumstances.

Each paragraph of the letter starts with something you don't like about yourself, whether it's an external characteristic, a bad habit or an old action/experience you regret.

Write the things that make you feel inadequate or less than others on the line.

For each topic, write down what you feel about it: shame, fear, regret, depression, anger, etc.

The important part starts with the phrases "at the same time". This is where we step into the shoes of the imaginary friend.

Write this part from the point of view of someone who always has nothing but sympathy for you. This person always forgives you for everything. No matter how many times you mess up, no matter how many times you make a mistake, he/she still loves you.

<sup>1</sup> Martha Davis, Elizabeth Robbins Eshelman, Matthew McKay: Stress relief and relaxation methods, Park Publishing house, 2013, based on the chapter on page 129.

Now let's take a look at what you're bringing with you into this month, things that have been good for you in the past. Small successes (didn't get angry right away, slept well, etc.) You may have learned something new or read something that will help you in the upcoming period. But you can also put items that are important to you (e.g. a letter, a photo, etc.) Think about it and then write it on this bag:



Now look at what's in your bag. When you think about what this month will be like, how do you feel?

(circle the emoji)



*“You know my name, not my story. You’ve heard what I’ve done, not what I’ve been through.”*

### 3 Story of my name

Our names are not simply tags that we wear. They are reflections of our parents’ wishes and desires for us, or memories of our ancestors. Some are grounded in our roots, others – in the dreams or fears of the ones who give us our name.

Please write in two or three sentences the story of your name. Who gave you your name? Who or what are you named after? Do you know what your name means? Do you like it?

If you could encode  
your name  
and its story into  
**a drawing,**  
what would it  
**look like?**



**Draw your name here:**

Try to answer the questions in as much detail as possible (e.g. Where do you live? - In a family house not far from the capital).

When you're done answering, read it and think of it as a signpost in front of you.

In the next round, answer the questions again, but this time project the questions for 10 years and then for 15 years.

I wish you an exciting future planning!

Having a vision is an important stage in the development of our personality. Read carefully the tale below, in which the three princes look in to their future. Being able to change your life and having a vision is the yin and yang of a great life. They are interdependent and complementary. One triggers the other.

**The following exercise will help you get started on the road to planning for the future.**

Get comfortable and choose a time when you don't have to rush anywhere. Imagine yourself 5 years from now and answer the questions below:

☐ Where do you live?

.....

☐ With whom do you live?

.....

☐ How many friends do you have?

.....

☐ What kind of job do you have?

.....

☐ How much time do you spend with work and how much free time do you have?

.....

☐ Do you have a hobby? What is it?

.....

☐ How is your health?

.....

☐ What makes you happy?

.....

#### 4 “*Memories are the architecture of our identity.*” – Brian Solis

Imagine a tree. Imagine its roots in the ground, its trunk and branches, its leaves, its fruit and flowers. Imagine this tree represents you...

**Flowers** are your dreams. What do you dream about?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Fruit** are your achievements. What are you proud of?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Branches** are your friends and colleagues. Who is important to you?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**The trunk** is you. What gives you strength and belief in yourself?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Roots** are the past. Where do you come from and who were your ancestors?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Dry leaves and branches** are things you don't need. What would you get rid of?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Starting from today, write all the important dates for you for the next one year. Put in birthdays of people you care about, holidays you will celebrate, important anniversaries, and any events that you expect to happen. You can always go back to this page and add or cross out any dates you wish...

[illegible]

*Pieter Claesz: Vanitas with Violin and Glass Bal (1625)*

*A tale about the future*

Once upon a time, lived three princes. The three princes went to the old wizard to learn the future from him. The old wizard took out a small, round mirror and said:

- Take this mirror and hold it close to your eyes, until you only see your eyes in it. Then one by one, tell me, what you have seen!

The oldest took the mirror and looked in it. - I see battling horseman - he said.

The middle prince took the mirror, looked in it and said: - I see a lonely wonderer with a stick in his hand. Lastly the youngest prince looked in to the mirror.

- First, I thought, I saw ruins - he said - but now that I'm looking closer, those are houses under construction. The old wizard nodded.

What you have seen, will be your future. Because all man carry his future in himself. And that is how it happened. Enemy attacked the country and burned down everything. The oldest prince was killed in the battle, the middle prince ran away and the youngest prince stayed. They put chains on his arms and legs and he was forced to be a slave, but slowly the chains rusted off him. And in the end the prince rebuilt the country, which was better than the old one, and he lived in it for a hundred years, until he died.

4. Name three reasons to be proud of the job you chose.

.....

.....

.....

.....

6 What do you want to see?

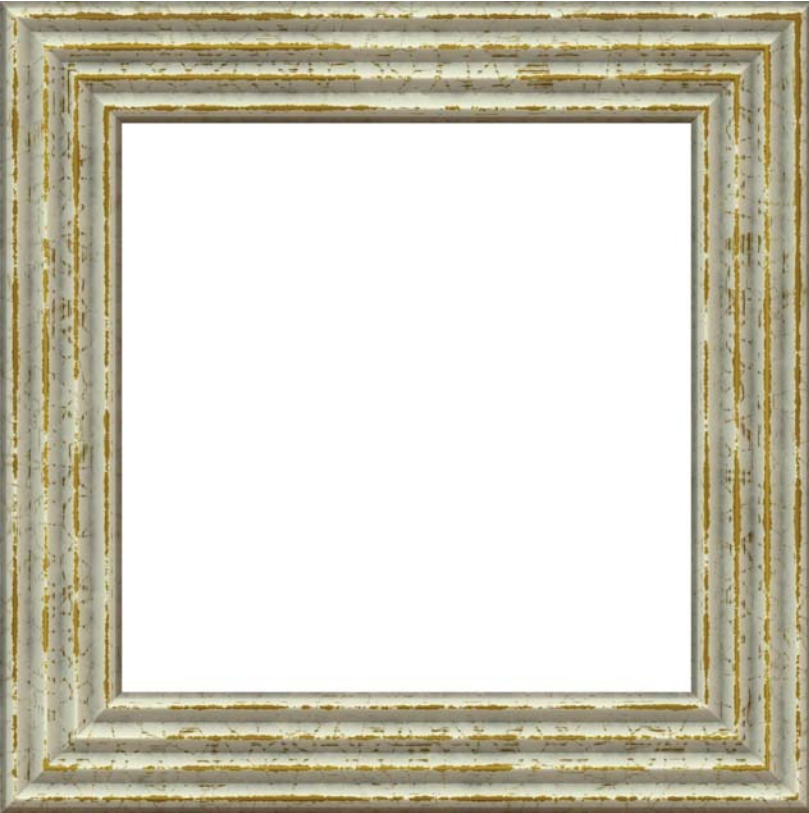
Close your eyes. Take a deep breath. Imagine looking outside the window. **What do you want to see?**

In the space below **draw, or describe in your own words** what would you like to see when you look outside through the window.

Imagine the view. Imagine the weather. Are there buildings? Are there people? What else is there?

What are the sounds that you hear? What are the smells you sense?

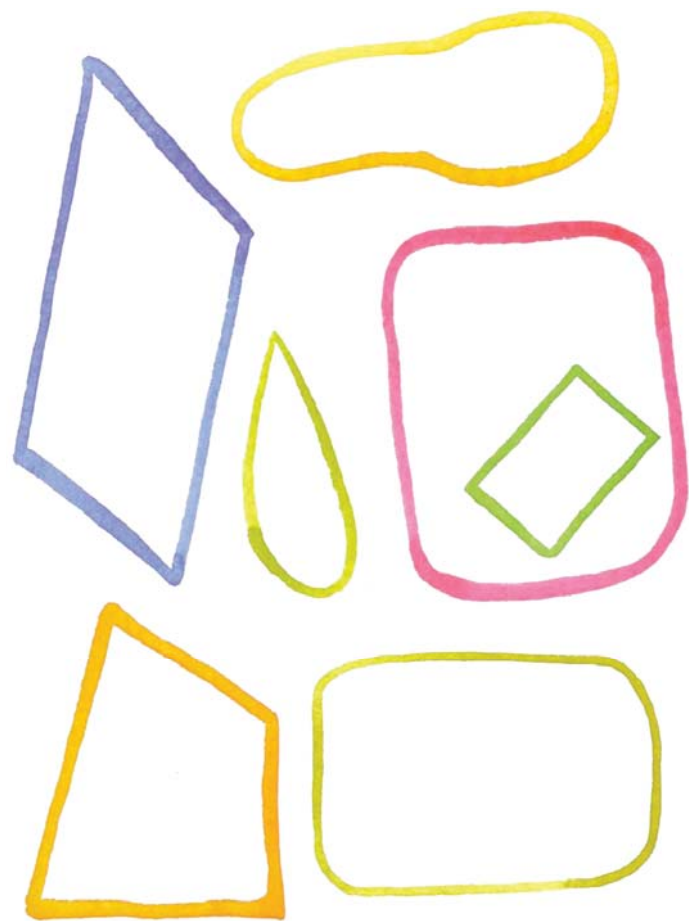
What makes you want to go out into this imaginary landscape and live?



7 How are you?<sup>3</sup>

How are you feeling now? Can you articulate it? Does it have a color? A shape? Can you draw it?

If you find it hard to create a free-hand drawing you can take the shapes here as starting points.



When we ask someone how they are feeling the most common answer is “fine”, besides you can also hear “well” and sometimes “not good”. However, these are not really emotions, feelings, rather expressions describing our state, from which we cannot actually get

<sup>3</sup> The Wellbeing Journal Creative Activities to Inspire. Michael O'Mara Books Limited, 2017.

List of professions in the Neolithic Age

- 1. **Land farmer** – responsible for clearing and plowing the land, planting seeds, removing weeds, irrigating the land and gathering the crops.
- 2. **Animal farmer** – responsible for building enclosures, feeding and caring for the domestic animals, taking them to nearby or distant pastures to graze and collecting milk, wool, meat and hides to be used by the community.
- 3. **Hunter-gatherer** – although farming was now the most important source of food for the Neolithic community, the old arts of hunting and gathering were still very important. This way important resources were provided – meats, bones and horns to make instruments, edible plants, roots and seeds to supplement the basic diet.
- 4. **Stone/ Flint/ Bone tool maker** – farming and sedentary living bought the need of a lot of new tools, and before people worked metal, bones and stones were the only material to produce them, by breaking, cutting and grinding. Tool makers were responsible to make ploughs, axes, chisels, needles, and later on – weapons.
- 5. **Leather/ Hide craftsman** – Before the development of textile, leather was the only material to produce clothes, bedding and even boats and house roofs, all this by scraping and tanning the animal hides and sewing them.
- 6. **Potter** – Ceramic, the fire treated clay, was the first man made material used by mankind. Potters had to source the best clay, refine it, make pots and vessels from it and then carefully heat them to temperatures over 600 degrees Celsius to make them waterproof and strong.
- 7. **Basket weaver** – a craft remaining from the previous age of hunting and gathering, basket weaving remained very important in the Neolithic. Weavers carefully chose and picked specific plants, processed them and then provided the community with various baskets, “bags”, storage containers and woven mats.

Did you choose a Neolithic profession that would suit you? When you do, please answer the following:

- 1. Name three reasons for which you think you are suited for this job  
.....  
.....  
.....
- 2. Name three reasons to enjoy the job you chose  
.....  
.....  
.....
- 3. Name three things you wouldn't really like about this job.  
.....  
.....  
.....



### 36 A lesson in history – The Neolithic village

According to Encyclopedia Britannica, the Neolithic, or New Stone Age was the final stage of cultural evolution or technological development among prehistoric humans.

The Neolithic period was characterized by stone, bone and flint tools shaped by polishing or grinding, dependence on domesticated plants or animals, settlement in permanent villages, and the appearance of such crafts as pottery and weaving.

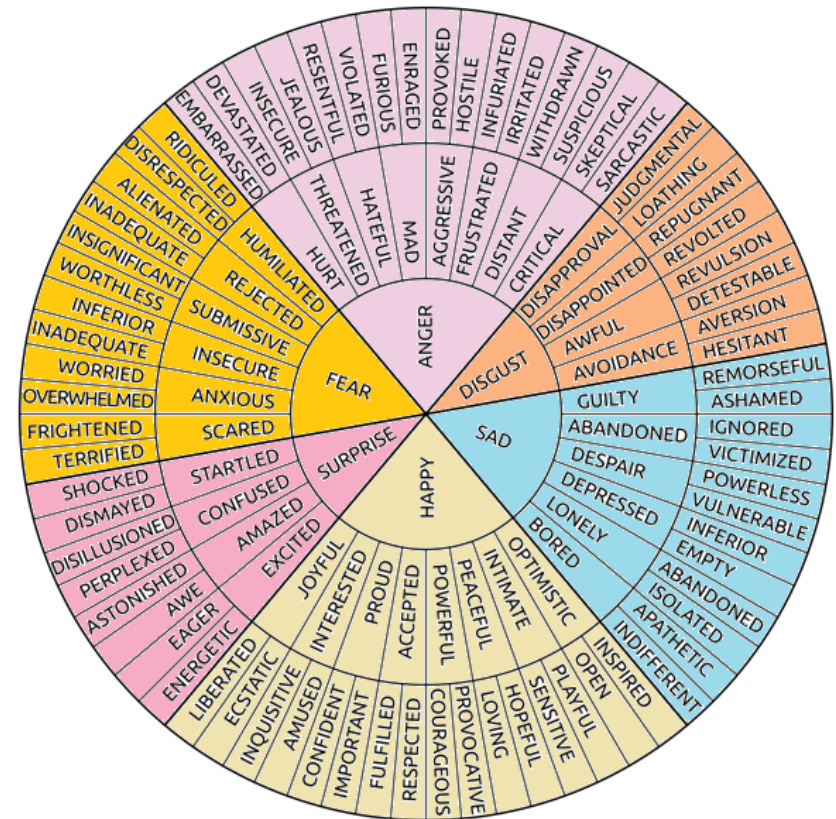
At the same time the period is characterized by the fact that complex social structures didn't exist yet. In other words, people were still truly equal and everyone contributed to their best ability to the wellbeing of the whole community.

Because of the more sedentary life people started to live, and the release from nomadic lifestyle and a hunting-gathering economy, people now had the time to pursue specialized crafts. The first true professions came into existence.

**Look carefully** to the picture above, which represents many of the activities in a Neolithic village. Imagine you were there. Then, thinking of your own strengths, capabilities, personal preferences and attitudes, select one of the professions from the list on top of the next page. Imagine it as your day to day job, in as much detail as possible...

knowledge regarding the feelings occurring within someone. Articulating and expressing our emotions and feelings aren't an easy task. What makes the situation even more complicated is that we are seething with several emotions at one time, this way finding the appropriate word describing our current state is even more difficult.

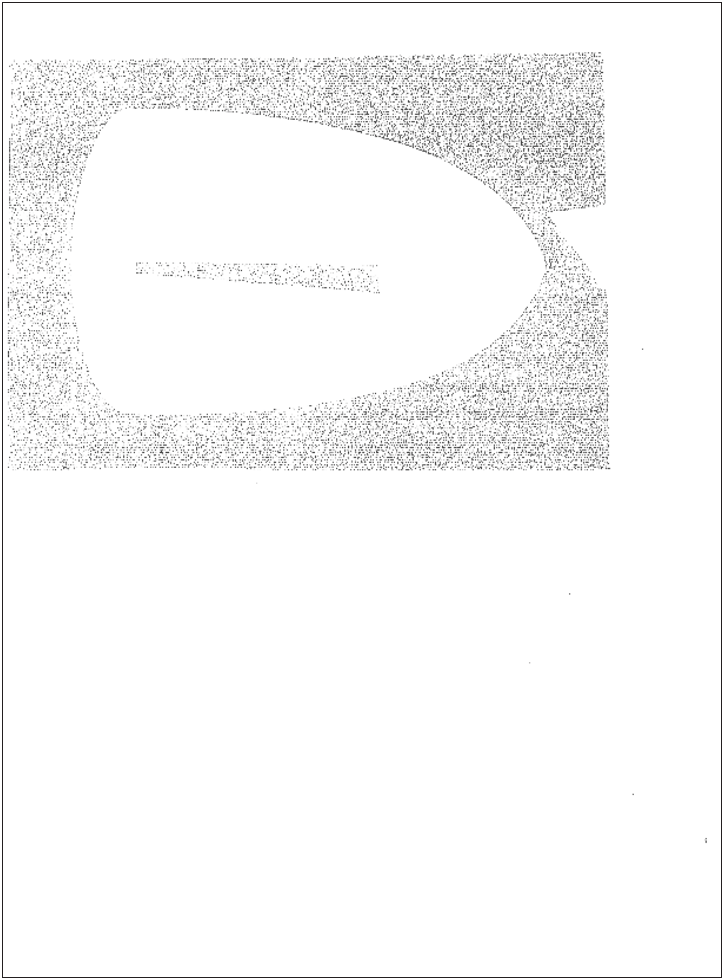
The wheel of emotions displays the emotions in a thematic way; going outwards from the middle on the spokes the emotions are getting more and more specific.



8 Self-portrait with feelings

**Tool:** schematized, stylized face from the Cycladic Museum of Athens.

**Instruction:** draw a self-portrait using an emotional circle. How do you feel when you think about your release? On one side of the sheet write at least 5 feelings and the other is free to decorate the scheme, i.e. make a feeling self-portrait of your current self. Let your feelings and thoughts appear in colors and shapes on your self-portrait.



|                                                                                       |                                                                                                          |                         |
|---------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-------------------------|
| 5.<br>“The difference between ordinary<br>and extraordinary is that little<br>extra.” | 5. Michael Jordan<br> | 5.<br>Human rights icon |
|---------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-------------------------|

1-4-5; 2-1-3; 3-2-4; 4-5-1; 5-3-2

35 Match the quotes to the person and bio.

You will find the correct answers at the bottom.

| Quote                                                                                                                                                                                                                                                                                                                                                                     | Person                                                                                                           | Biography tip                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| 1.<br>"If it falls your lot to be a street sweeper, go out and sweep streets like Michelangelo painted pictures. Sweep streets like Handel and Beethoven composed music. Sweep streets like Shakespeare wrote poetry. Sweep streets so well that all the hosts of heaven and earth will have to pause and say, here lived a great street sweeper who swept his job well." | 1. Aristotle<br>                | 1.<br>Legendary basketball player |
| 2.<br>"Pleasure in the job puts perfection in the work."                                                                                                                                                                                                                                                                                                                  | 2. Helen Hayes<br>              | 2.<br>American football player    |
| 3.<br>"The expert in anything was once a beginner."                                                                                                                                                                                                                                                                                                                       | 3. Jimmy Johnson<br>           | 3.<br>Ancient philosopher         |
| 4.<br>"I've missed more than 9,000 shots in my career. I've lost almost 300 games. 26 times, I've been trusted to take the game-winning shot and missed. I've failed over and over and over again in my life. And that is why I succeed."                                                                                                                                 | 4. Martin Luther King Jr.<br> | 4.<br>Actress                     |

*"We might be the master of our own thoughts, still we are the slaves of our own emotions"*

9 How do you feel now?

Understanding and monitoring our emotions is a skill that most of all helps us maintain our emotional balance. What makes us happy? What makes us sad or angry? Paying attention to our emotions will help you avoid stressful or frustrating situations and will, over time, guide you to behavior and activities that limit negative influences. Use the scale below to examine your emotional state at different moments of the day. For each moment, look at how you feel and why do you feel this way. You can always return to this page. You can use it everyday to monitor your emotions and the context behind them. The first time you can write down the scale grade and the reasons for it. As time passes, you can just fill it in in your thoughts. Avoid situations that hurt or annoy you. Engage in activities that make you feel good. **Every single day aim to finish higher on the scale than at the beginning of your day.**



In the morning I felt .....  
Because.....



Lunchtime I felt .....  
Because.....



In the evening I felt .....  
Because .....

## 10 How do I feel? Check In Your Emotions

This exercise aims to help the person visually express his/her feelings and gain a deeper self-knowledge.

Your days may pass feeling empty, numb, confused, distracted or out of touch with how you really feel. This is very common. This exercise will help you visually express how you are feeling and gain a deeper self-knowledge.

### Instructions:

1) Close your eyes and listen to your breathing and your body. Ask yourself “How are you feeling right now?” You may feel good, bored, tired, stressed, confused etc. or you may not know how you are feeling at all. But this is only the first layer of your impression.

2) Keep breathing with your eyes shut and bring awareness to your body, that is where all our feelings reside. Notice any physical sensations in your body and attribute a colour to each one of them. Then focus on those parts of your body that you feel need more attention. What colour are they? What texture do they have? How do they sense? Are they cold or warm?

3) Ask each part of your body how it feels. Don't overthink the process and don't be judgmental. Just keep the first thing that comes to your mind. Welcome this emotion and just stay with it for a while. If nothing comes don't worry, emotions need time to reveal themselves.

4) Keep breathing and go deeper. Ask yourself again “How do you **really** feel deep inside?” Give time to your emotions to show up, don't rush, don't put pressure, just give space to welcome any emotion that may emerge without being judgmental. Then simply give name to those inner senses. The answer will probably be different than the one you gave at the beginning.

5) Open your eyes and explore that feeling through colours, lines and shapes in the space below.

### Art Supplies:

Colour pencils, markers, oil pastels or whatever art supply you have available.

### Notes:

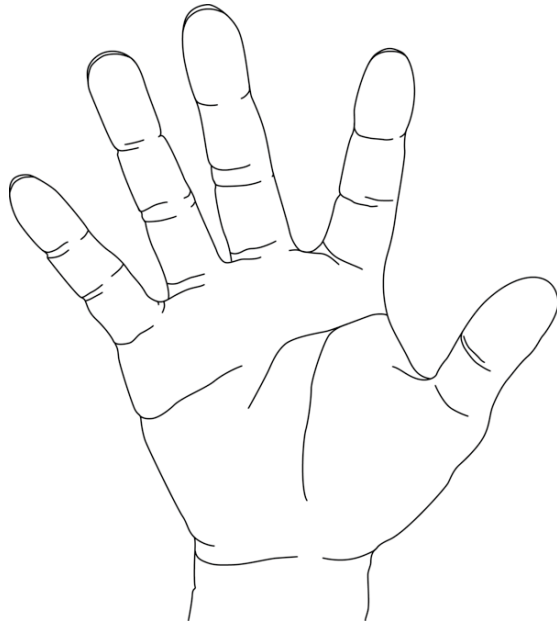
Repeat this exercise every time you feel disconnected from your feelings or need a fresh insight. Paying attention to your inner landscape through this activity will help you relieve stress while exploring your creativity.

## 34 Gratitude tree

It's hard to be thankful for the good things when one big thing goes wrong. We may not even think about what we have to be thankful for. The following exercise can help. Draw leaves on the tree. In each leaf of the tree, write at least one thing you are grateful for and to make it easier to count, use the letters of the alphabet. So the exercise is to write one thing you are grateful for with each letter. Give yourself enough time, you may not remember everything straight away. You can always come back to it later.

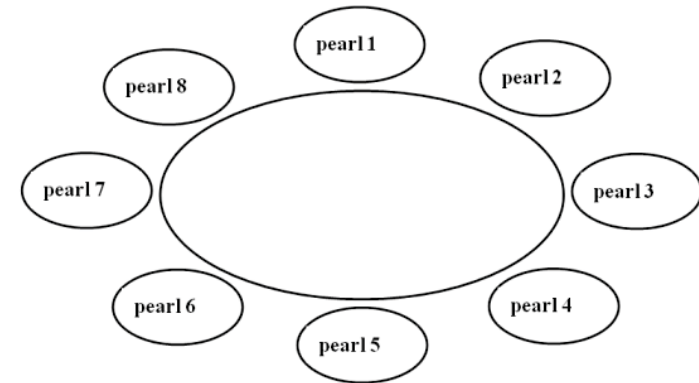


A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z



## 11 String of pearls <sup>4</sup>

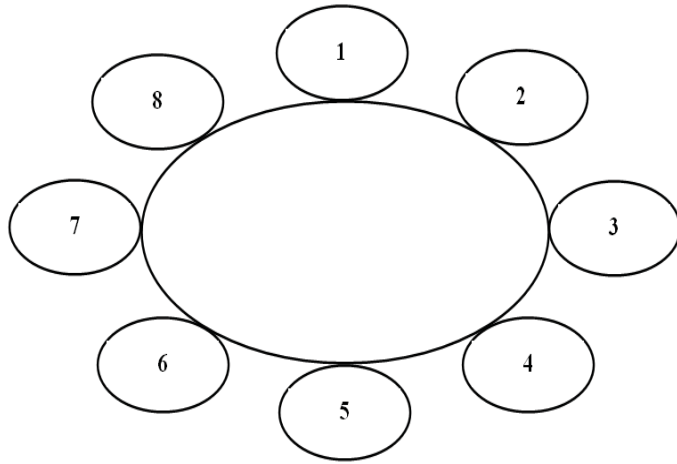
All of us have resources. Our resources can fill us up with energy, as well as can give us momentum and motivation. There are some forces which are rooted in us, while others armor us from our environment. With seeing our resources in a clearer way we can overcome our difficulties easier, since our resources give us a secure foundation which we can build on and rely on.



In a necklace made of genuine pearls, each pearl is a valuable resource symbolizing successes, prides, education, achievements: these are interwoven. The brilliant jewelry can be worn proudly by its owner.

You can write a keyword, an abbreviation or a serial number in the pearls, which can be used to list the meaning assigned to each pearl in a separate list.

<sup>4</sup> Járdán Tamás-Pataki Anna: A coaching by drawing módszer. Hogyan indíts el változást egy rajzzal? [Coaching by drawing method. How can you induce change with a drawing?] Bp., 2021. HVG Könyvek



- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_

*Piki and Chiki grabbed the walnut and cracked it open. They lifted one half of the walnut shell and took it down to the river.*

*By this time Liki returned, and reported:*

*- I could not find any crossing point or bridge.*

*- It is no longer needed! – said little Miki.*

*Everyone sat in to the walnut shell. The smallest steered, while the others did the rowing. Soon they reached the otherside.*

*They happily continued their journey and a little bit later they reached a big garden, where they found a huge barrel full of honey. Piki reached in to the barrel and tasted the honey. The honey was so sweet, that he could not stop. The others got tired of waiting for Piki and wanted to continue their journey. Piki did not want to go along and show the way, so Liki was not able to lead and Chiki was afraid of bandits. Seeing this little Miki said:*

*- Piki is doing a bad job. In the end we will get in trouble!*

*Before they could even notice, a big nasty bear had come and growled menacingly:*

*- I caught you! You thieves! You pilfered my honey, for this I'm going to eat all of you!*

*Hearing this the fingers got so scared, that they could not even make a sound. They fell on their knees and began to beg for mercy:*

*- We did not know that the honey is yours!*

*But all pleading was in vain, as the bear was preparing to eat them one by one. When all of a sudden little Miki had a clever idea:*

*- Dear bear! – he began - five of us are brothers, but our oldest brother, Toki was left at home. If we must die, please, wait, until I bring our brother here, so we can all die together.*

*The greedy bear liked this idea and let little Miki go home. Miki ran home and called Toki for help. First Toki was very angry and said:*

*- Why did you go without me? Didn't I told you, that this could happen?*

*The little one pleaded him until he agreed to help. Toki grabbed his mace and followed little Miki.*

*When they got to the garden, all five brothers attacked the bear and Toki smashed the animal in the head with his heavy mace. After this they all went home.*

### **Exercise:**

In the space in the middle of the palm of the hand below, write five occasions when you made a mistake.

Then, for each finger, one thing that you learned and mastered thanks to this mistake. You may not be able to do it all at once, give yourself time to find for each mistake the one that has a positive outcome.

### 33 Can I make mistakes?



**Cristina Coral: Melt in Color (2016)**

Almost all of us make mistakes in our lives. Making mistakes not only brings consequences, but also an opportunity to learn something from them. Similar to what happens in the tale below:

#### **The tale about your five fingers**

Piki (the index finger), Liki (the middle finger), Chiki (the ring finger) and little Miki (the pinky finger) went out to the field and left their brother Toki (the thumb) at home. In vain Toki told them not to leave without him because they could get in trouble, still they left him at home.

Piki said:

- I will show the way.

Liki, the tallest one of all, continued:

I will stand in front of you and lead you. Chiki added:

- I will bring the treasures.

The conversation ended with the following words of little Miki:

- And I will help you with my clever advices.

With this, they begin their journey: Piki first, followed by Liki, followed by Chiki covered in rings, and little Miki closing the line.

After a short time, they reached a waterside, but the bridge was swept away by the flood. So they stood there for a longtime, and waited for the water to retreat. But nothing happened.

Seeing this little Miki turned to Liki and said:

- Go, walk up and down on the shore, with your long legs, and look for a plank or a crossing point. While you are looking, we will try to build a boat.

With this the three smaller one begin to look for wood, to build the boat. Luckily they found a big French (or Italian) walnut.

- If we could only crack it open – said little Miki – than we would have a boat!

### 12 Traffic light <sup>5</sup>

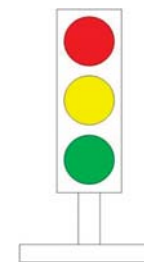
The traffic light is a checkpoint for moving forward. Its three colors can be interpreted as follows:

*Green* means everything, which can be, should be, is allowed, which leads us to our goal, which is especially recommended.

*Yellow* shows those that should be treated with caution because they don't lead us clearly towards our goals. All of them are permissible, but it is important not to overdo them.

What is *red* is prohibited. We avoid these because they are clearly not leading us to our goals.

At the lights we are free to choose the related things we would like to write down: activities, desires, attitudes<sup>6</sup>, intentions, new habits, besides, even questions, uncertainties can be written down.



Questions connected to the **green** light:

- What brings you forward?
- What do you have to do in order to achieve your goals?
- What improves you?
- What can you do safely? And what else?
- What other questions, thought do you have in connection that you consider important?

Questions connected to the **yellow** light:

- What do you have to be careful with?
- What do you need less of?
- What can moderation be important in?
- What is that you should pay attention to frequency?
- What is worth thinking about? And what else?
- What other questions, thought do you have in connection that you consider important?

Questions connected to the **red** light:

<sup>5</sup> Járdán Tamás-Pataki Anna: A coaching by drawing módszer. Hogyan indíts el változást egy rajzzal? [Coaching by drawing method. How can you induce change with a drawing?] Bp., 2021. HVG Könyvek

<sup>6</sup> Approach to something or someone, behavior, conduct.

- 
- A vertical traffic light with three circular lights: red at the top, yellow in the middle, and green at the bottom. To the right of each light is a curly brace followed by a blank line for labeling.

This image shows a full page of primary-ruled paper. It consists of multiple horizontal rows, each defined by two parallel dotted lines. The rows are evenly spaced across the entire page, providing a guide for handwriting practice. There are no margins, text, or other markings on the paper.

### 31 A gift for myself

Connect the numbers / points! It's yours ... you deserve it.



### 13 I give myself time<sup>7</sup>

There are things in life that cannot be hurried. Even if we are aware of this basic principle, if something does not work out first or we do not get something immediately, we can become tense, we can question our own abilities and aptitudes. Although there are a lot of things that take time!

Patience doesn't mean passive waiting, but an opportunity for preparation, concentration and consideration. It teaches you persistence and moderation, as well as a test of strength, tolerance and self-control.

Good news. Patience can be improved: with attention and practice. It may be more difficult at first, but the more conscious you become and the more you practice, the better it will go.

*"Don't rush the time: don't rush anything, don't rush anywhere. Have time to wait out that things come to you"*<sup>8</sup>

Where do you place yourself on the scale below?

Hol helyezkedsz el az alábbi skálán?  
tűrelmetlen ○○○○○○○○ türelmes

What makes you especially impatient?

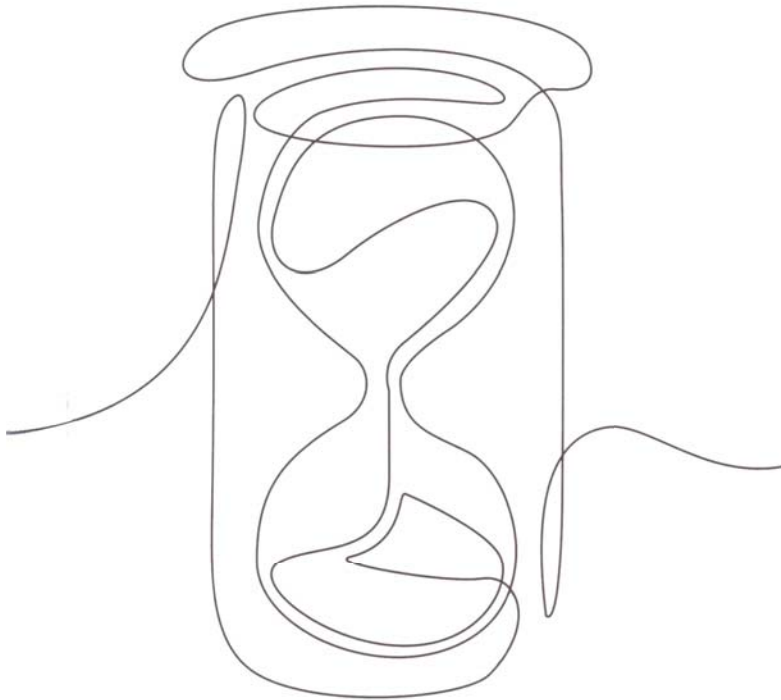
In which area of your life do you want to be more patient?

<sup>7</sup> Pál Kata Dorottya - Sas Eszter Krisztina: Kreatív önismereti határidőnapló. Út önmagunkhoz. [Creative self-knowledge diary. A way to ourselves] Bp., Kulcslyuk Kiadó, 2021.

<sup>8</sup> Boldizsár Ildikó (1963- ); Hungarian tale researcher, tale therapist, ethnographer.

What steps are you taking to become more patient?

Think about in what you want to give yourself more time in, in connection with what do you want to be more patient with yourself. Fill up the hour glass below with different colored sand, which symbolizes (represents) the things in connection you want to show more patience towards yourself / others.



### Before jobhunting

Know what you want!

Let's be aware of what we want to work with!  
What best fits our level of education?  
Do we like to work in a team or alone?  
With or without supervision?

Be aware of the expectations and inquiry!

Gather as much information as possible about the company you choose and the job it offers

The scope of activities of the company, opportunities within the company, tasks and expectations related to the position offered

What are the opportunities for progress?

### What is a successful jobhunt like?

The basic purpose of looking for a job is not to find a job, but to find a job that suits us and that we are happy and satisfied with.

Self-knowledge is essential to know who we are and what we want.

It is important that we know our strengths, abilities and possible weaknesses well!

Have information about the position to be filled!

Have specific goals!

What kind of job do we want? Forget the answers "doesn't matter," "anything," "anywhere."

### 30 A quick summary of the job search process

#### Application ... online or offline?<sup>29</sup>

##### Online:

###### Career portals

- Lots of useful features
- It is possible to search by specific work area
- We can upload our resume
- We may request notifications and newsletters
- Useful aids, articles and tests

###### Corporate career sites

- e-mail address to contact the staff responsible for human resources
- you can find an exact description of career opportunities

##### Offline

###### Newspapers

###### Weekly newspapers

###### Professional magazines

#### Other useful possibilities

##### Job centers

- It varies from country to country, but can be found everywhere
- Organization of courses, trainings, consulting

##### Job fairs

- They are great for personal encounters and orientation
- It is important that we arrive prepared!

##### Networking – social capital

- One of the most important job search channels.
- It's worth writing a list of our potential contacts who can help us find a job.
- Let as many people know that we are looking for a job as possible.

<sup>29</sup> In the appendix you can find the most popular job search portals in some countries.

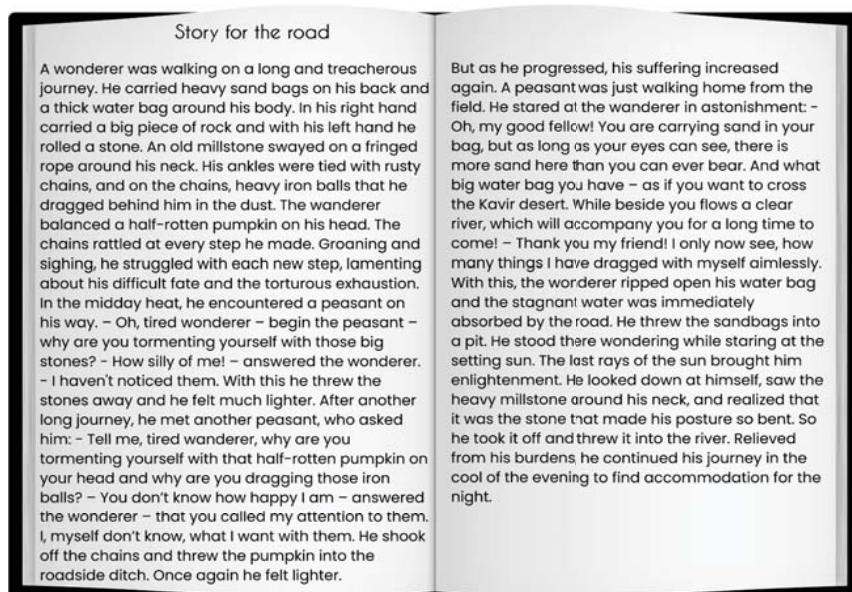
### 14 What are you carrying?



Suleiman Mansour: *Jamal Al Mahamel II* (1973)



Most often, limiting beliefs unconsciously prevent us from achieving what we want. The man in the tale below shows how:



In this tale, the burdens carried by the wanderer are in fact the limiting beliefs that we (might also) carry ourselves. Past grievances (sand bag, iron ball), obstacles, incapacity (heavy stone and rock), block of social norms  
 – “what will my surrounding say” (millstone, water bag), negative thoughts (half rotten pumpkin).

What can you do with these things?

Let us take a look at, what the hero of the tale did with the burdens that he carried in vain:

1. He recognized that they exist and that he did not need them
2. One by one he put them down, threw them away. Now it's your turn!

### Exercise:

Write down 3 limiting beliefs you have already recognized in yourself (i.e.: “I will never have a good relationship, because I cannot adapt” or “don't trust anyone, because they only want to use you” or maybe “I'm too old/young”).

Try to be as specific as possible about yourself!

No. 1: \_\_\_\_\_

No. 2: \_\_\_\_\_

No. 3: \_\_\_\_\_

## 29 The basis of a professional CV

ABOUT ME

PROFESSIONAL EXPERIENCE

SKILLS

EDUCATION

PERSONAL SUCCESSES

LANGUAGES

INTERESTS

You can find a sample EU-pass CV attached.

28 Six-word-rule: how to summarize our lives in six words?<sup>27</sup>

Nowadays we are living in an age of compacting, fast and efficient information. Can we summarize our lives in just six words?

According to the anecdote writer Ernest Hemingway<sup>28</sup> had a drink with friends in a New York restaurant. They talked in all sorts of ways, as they used to be, until one day they started discussing how long a good novel was. Hemingway claimed he could write one in six words. The others bet in ten dollars what he wouldn't be able to do it. Hemingway wrote the following on a napkin:

*"For sale: baby shoes. Never worn."*

There is a terrible tragedy behind these six words. Who does not have a sore throat when reading this has a heart of stone.

Other examples:

- A 27-year-old man abandoned by his love summed up his current life in six words:

*"I'm still making coffee for two."*

- Or another young man:

*"Dad has died, mum went crazy."*

- Stages of human life:

*"We grow up, we shrink, we disappear."*

Sum up your life in 6 words.

<sup>27</sup> In: Mikael Krogerrus - Roman Tschappeker: The Communication Book: 44 Ideas for Better Conversations Every Day. Penguin. 2018.

<sup>28</sup> Ernest Miller Hemingway (1899- 1961) American literary Nobel Prize-winning novelist, short story writer, journalist.

Now write a positive sentence about the content of the sentence for each sentence above (i.e.: “don’t trust anyone, because they only want to use you” - I am working for relationships that do not take advantage of methat are based on mutual respect).

And finally, some good advice for overcoming limiting beliefs:

- ◆ Visualize your positive goal!
- ◆ It is important, to believe in it!
- ◆ Accept it if it doesn't all work out!
- ◆ Work for the success!
- ◆ Don’t complain!
- ◆ Fell the positive changes!
- ◆ Be grateful!
- ◆ Patience and practice makes perfect

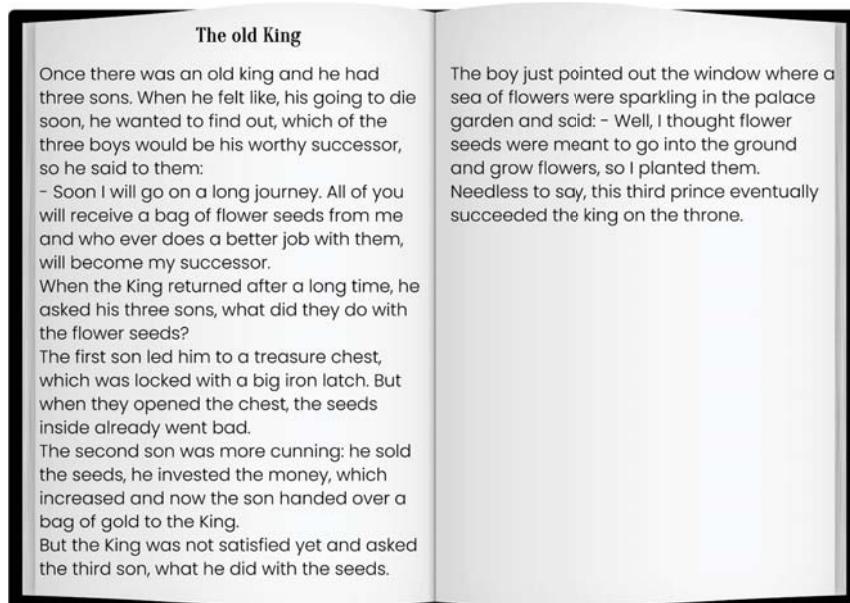


## 15 What will you do with the seeds?



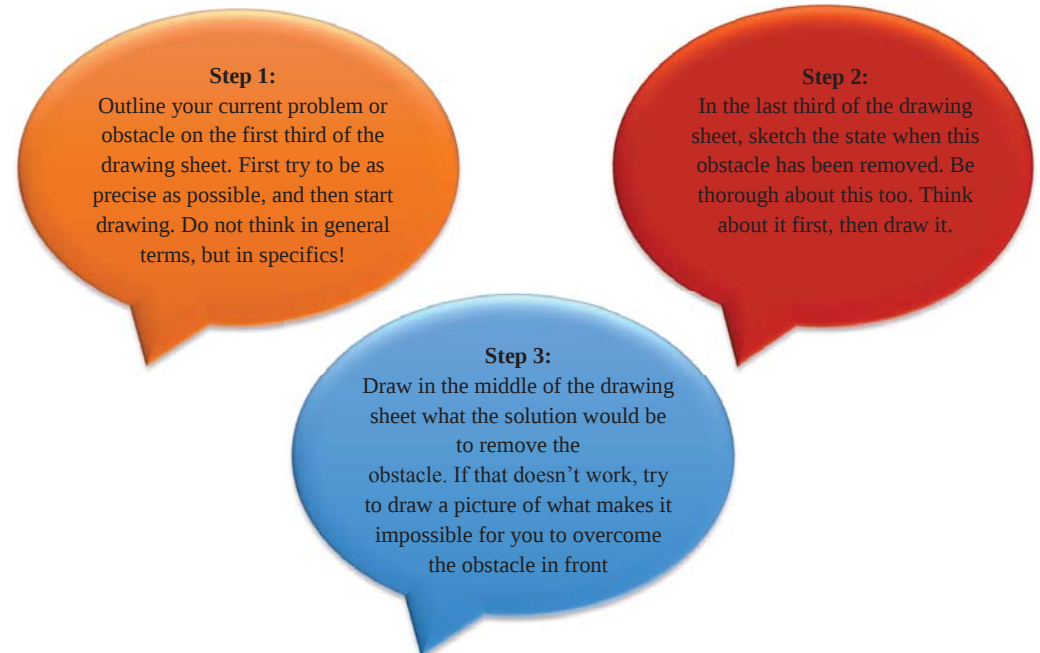
Fra Angelico: *The Miracle of the Ration of Grain* (mid 1430s)

We almost always have plans. Some are short term and some are longer term. What happens to these plans? Let's look at this through this tale:



### Exercise:

Plans are only good if they can be implemented. If we only cherish them, if we keep them to



Notice the colors and shapes you used in the first and third drawings.

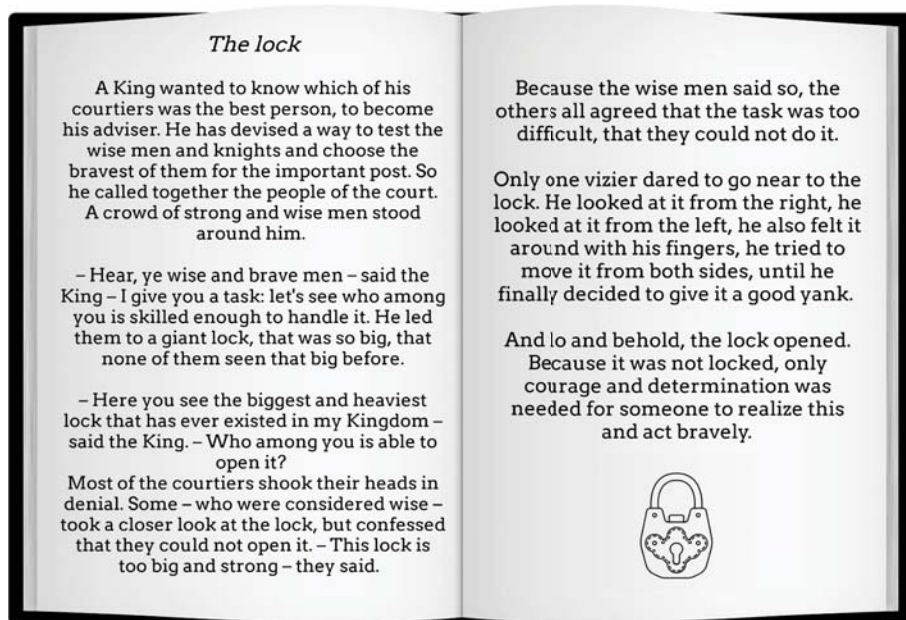
*Do you see any similarities in them?*

Look at the middle drawing. *What colors and shapes did you use in it? Is it related more to the barrier or the state after the barrier was removed?*

Maybe you've already found the key to the solution? It's only on paper for now, but you can get started right away!



I wish you an exciting and successful obstacle removal! ☺



The story is familiar, isn't it? You may be having this conversation with yourself, like the wise men in the story: Ahhh, it will never work, it's too big, too powerful, too distant, etc.

*The easiest way to overcome the obstacles we face is to:*

- 👉 approach them, as in do not rely on the experience of others
- 👉 not give up easily
- 👉 take the control and the solution into our hands, and don't expect others to solve the problems for us
- 👉 be brave and determined

The following **exercise** will help you to formulate the obstacle in front of you, and to find your own solution to it.

You will need:

- ✏ a piece of paper
- ✏ some kind of drawing tool (marker, crayon, colored pencil, paint, etc.)

Instructions:

Lay the drawing sheet horizontally in front of you and divide it into three parts in your head.

ourselves, we end up like the first boy who locked his seeds in a treasure chest. We can 'sell' our plans, like the second son, and for a time we may be satisfied, but in the long run someone else will reap the rewards of our plans. If we put our plans into action, then, like the third son, we will not only be rewarded with a sea of flowers, but we will be the kings of our own lives.

Take stock of the plans you have, both short and long term. (Write the plan under the seeds and what it will look like when it is done under the flower.)



|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

## 16 CUT, MOVE, PASTE!

This activity offers a cool way to express yourself and gain a glimpse of your Present Life, your internal motivations, your hopes and your attitude in the “Here and Now”.

This activity offers a cool way to express yourself and gain a glimpse of your Present Life, your internal motivations, your hopes and your attitude in the “Here and Now”.



*Collage by Richard Hamilton, 1956*

Collage in art language means "to glue," and is the combination of different images to create a new whole. It was first introduced by famous artists, Picasso, Braque and others. In the early 20th century.

In this collage, the British artist Richard Hamilton in 1956 expressed the consumer culture of that time, by assembling cut-out images of consumer products and logos to a single artwork.

### Instructions:

1. Go ahead and find some interesting images that represent something of your life NOW or collect pictures that speak to you, and arrange them on the paper in a way that it makes sense for you.
2. Collage the pictures that you have found sticking them on the paper with glue.
3. Some pieces will go behind and some pieces on top in such way that they overlap each other. You may also use some words or phrases that catch your attention and stick them as well.

**Note:** Until you reach the final stage and stick the images to the space below, you can change your mind as many times as you like, experiment with composition, add and subtract pictures until you get it right!

### Art Supplies:

- Old magazines, newspapers
- Scissors
- Glue or glue sticks
- Paint, paint brushes, crayons or colored pencils

## 27 Help! Obstacle!

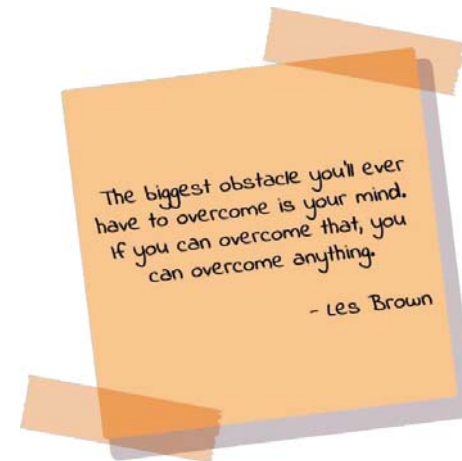


*Edvard Munch: The Scream (1893)*

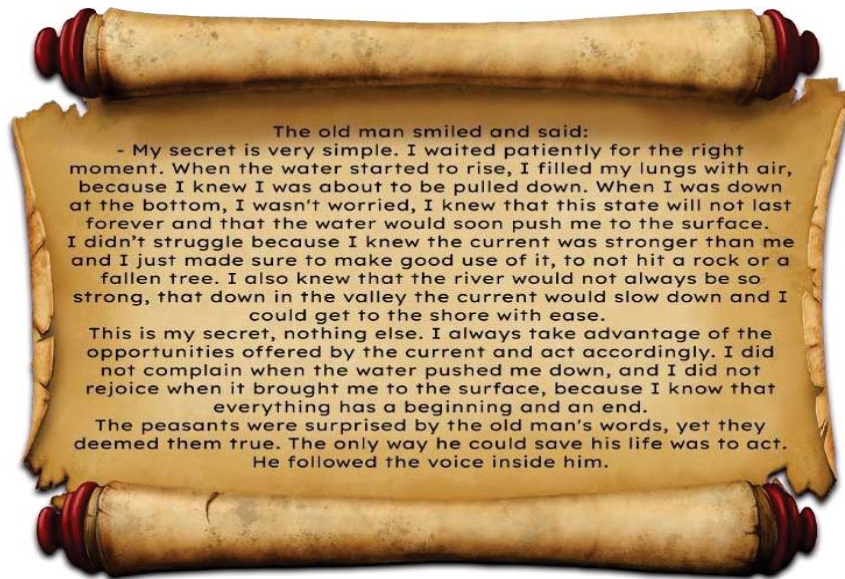
We face many obstacles in our life's journey. These can be external or internal.

We don't always see them as obstacles, but they are our entrenched beliefs that have been with us for a very long time, perhaps we don't even know how long, or they are obstacles because others say they are and we believe them.

In this chapter, we look at how to overcome these obstacles.



*Let's read the story below:*



(Magazines, old calendars, things that you can find for free anything will work as long as you can cut it out. If you don't have any of those you can also use newspaper)

**Notes- Reflection:**

Did found images generate something completely different from your original intent?

How do you feel about your present Life? How do you feel looking at your artwork?

What thoughts or sensations do they come up?

*Let us review, what the old man did, when he got in to critical situation:*

- ✧ Waited patiently for the right moment
- ✧ He filled his lungs with air
- ✧ He was not worried, he knew that this state will not last forever
- ✧ He didn't struggle
- ✧ He made good use of the current
- ✧ He knew that the river will not be always this strong
- ✧ He did not complain when the water pushed him down and did not rejoice when it brought him to the surface
- ✧ He knew that everything has a beginning and an end.

**Exercise:**

Write down the above sentences on a piece of paper and put them in a prominent place in case you need them.

" You can't change what happened, you can't change what you did or what was done to you.  
But you can choose how you live now..."  
(Edith Eva Eger<sup>9</sup>)

## 17 Goals that reflect one's value system

Values are a set of basic principles that give meaning to our lives and allow us to persevere despite hardships. Sometimes it is worth taking a look at ourselves to realize which values are the closest to us, our hearts.

We recommend that you review the list of common values on the next page. Circle the three values that you feel are the closest to you. If you have to choose more than three, try to stay below six so your list isn't too long.

|                           |                      |                  |                            |                           |
|---------------------------|----------------------|------------------|----------------------------|---------------------------|
| Acceptance                | Development          | Growth           | Optimism                   | Spontaneity <sup>13</sup> |
| Affection                 | Dignity              | Happiness        | Originality                | Stability <sup>14</sup>   |
| Altruism                  | Discipline           | Harmony          | Patience                   | Strength                  |
| Artistic talent           | Empathy              | Health           | Peace                      | Work                      |
| Beauty                    | Endurance            | Honesty          | Play                       | Sympathy                  |
| Calmness                  | Energy               | Humbleness       | Power                      | Taking risks              |
| Caution                   | Enthusiasm           | Humor            | Practicality               | Thoughtfulness            |
| Character                 | Equality             | Inclusive nature | Productivity               | Truth                     |
| development               | Equity               | Independence     | Purposefulness             | Understanding             |
| Commitment                | Ethics <sup>11</sup> | Ingenuity        | Relationships              | Uniqueness                |
| Community                 | Excellence           | Intuition        | Reliability                | Vigilance                 |
| Confidence                | Excitement           | Joy              | Safety                     | Virtuosity                |
| Consciousness             | Faith                | Kindness         | Satisfaction               | Wisdom                    |
| Control                   | Family               | Knowledge        | Sense                      |                           |
| Correctness <sup>10</sup> | Freedom              | Learning nature  | Service                    |                           |
| Courage                   | Friendship           | Love             | Silence                    |                           |
| Creativity                | Fulfillment          | Loyalty          | Simplicity                 |                           |
| Credibility               | Generosity           | Maturity         | Sincerity                  |                           |
| Curiosity                 | Gratitude            | Openness         | Skillfulness               |                           |
|                           |                      |                  | Spirituality <sup>12</sup> |                           |

<sup>9</sup> Edith Eva Eger (1927-) is a psychologist of Hungarian Jewish origin who works in the United States. She is a Holocaust survivor. She is a specialist in the treatment of post-traumatic stress disorder (a type of defense mechanism that occurs after traumatic events).

<sup>10</sup> A person who recognizes the legitimate interests of others, makes fair decisions and acts in accordance with the moral expectations of the community, society

<sup>11</sup> The urge to do good; the natural and fundamental intention of the person to do good; to help the lives of yourself and others without harm.

<sup>12</sup> Forms of worldview that are based primarily on the interpretation and explanation of spiritual, supernatural forces and the soul.

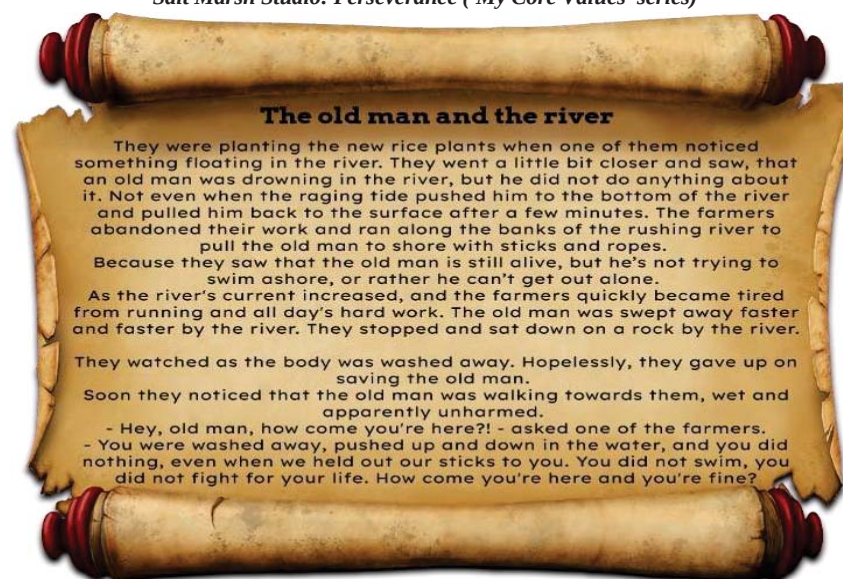
<sup>13</sup> Impulsiveness, directness.

<sup>14</sup> Lasting unchanged situation.

## 26 Hold on!



Salt Marsh Studio: Perseverance ('My Core Values' series)



From time to time everyone felt the storm clouds rolling in, that the situation could not calm down and that the frustration is never going to end. What can we do in this situation? The following tale gives you the answer:

What helps you when you encounter stress? Collect your methods of stress management below.

STRESS MANAGEMENT RELOADED

👉

👉

👉

👉

👉

👉 AND WHAT ELSE?

👉

👉

👉

👉

👉

If your values included work or at least you thought a little about it, or if you didn't think about it but consider it important, it's a good idea to undertake a legal job after your release.

**Why is work good?**

- provides a constant income;
- you become insured by declared work, i.e. you are entitled to health care;
- retirement can be good in your seniority;
- work structures the day, can create a system in our lives (work-leisure-rest, etc.);
- provides social connections (we are among people);
- we perform some useful activity (provides a sense of social usefulness);
- it can provide a flow experience (if we love our work, we can immerse ourselves in it, it gives a sense of happiness);
- can provide daily challenges, thus developing our personality;
- and what else? .....
- .....
- .....

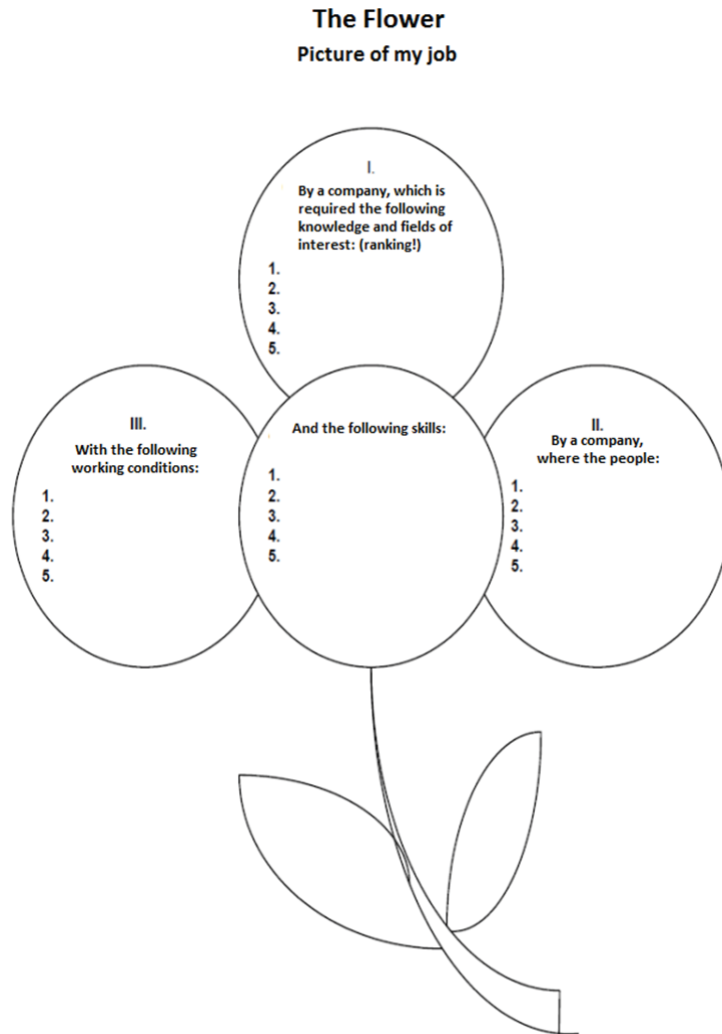
If you have any other idea write it on the dotted line.

„ Our labor preserves us from three great evils -- weariness, vice, and want. ”  
(Voltaire: Candide: Optimism)<sup>15</sup>

<sup>15</sup> Candid: Optimism: a short novel published in 1759 by the French philosopher and writer, Voltaire.

## 18 The picture of the job I am looking for

You can see a flower below - fill in the petals of the flower. All this gives you the opportunity to think about: what knowledge and interests you want to be engaged in and what individual skills you can rely on when looking for a job. You can also consider what working conditions are important to you.



## 25 What is stress?

In everyday vocabulary, a state of stress means an anxious, (negative) state of tension. It occurs when people are faced with an event that threatens their physical or psychological well-being.

In fact, a lower level of stress (eustress) is a challenging, exciting state.

"...stress is the salt of life," said Hans Selye<sup>26</sup>, a Hungarian-born medical researcher who deservedly became world-famous for his theory of stress. An optimal stimulus level is performance enhancer.

The triggers for a stress experience are stressors, basically anything that a person classifies as harmful, dangerous, stressful, and unable to overcome. So any life event can become a stressor in which emotional saturation is too high. So any emotion can trigger not only negative but also positive emotions. Too high an emotional saturation is detrimental to performance.

### Sign, symptoms of stress

#### Physiological reactions

In the short term: a "fight-or-flight" reaction.

In the long term:

- insomnia
- headache
- indigestion
- heart rhythm problem
- sexual dysfunction.

#### Mental reactions

- hypersensitivity
- worrying
- panic
- depression.
- anger, aggression.

#### Behavioral responses to stress

- signs of anxiety
- performance degradation
- decrease in effort
- attempts to escape, avoid
- violence at work, sabotage
- interpersonal aggression, anger.

<sup>26</sup> Hans Selye (1907-1982) is a Canadian chemist of Austrian-Hungarian origin, internal medicine and endocrinologist. (Endocrinology deals with the physiology of the function of the endocrine glands, especially the thyroid gland, the parathyroid glands, the adrenal glands, and their diseases. The endocrinologist deals with the treatment of hormonal disorders.)




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<sup>1</sup> <https://365letszikra.hu>




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## 19 What working style do you have? <sup>16</sup>

Suppose that you can work in any of the following professions. If you could choose between two options, which one would you prefer? Please indicate your choice in the answer sheet.

- |                                     |                                    |
|-------------------------------------|------------------------------------|
| 1a. Engineer – technologist         | 1b. Designer                       |
| 2a. Extracurricular officer         | 2b. Trade unions leader            |
| 3a. Designer                        | 3b. Draftsman                      |
| 4a. Scientific chemist              | 4b. Accountant                     |
| 5a. Politician                      | 5b. Writer                         |
| 6a. Chef                            | 6b. Print house worker             |
| 7a. Lawyer                          | 7b. Editor of a scientific journal |
| 8a. Educator                        | 8b. Ceramic artist                 |
| 9a. Knitter                         | 9b. Veterinarian                   |
| 10a. Notary                         | 10b. Supplier                      |
| 11a. Translator of fiction          | 11b. Linguist                      |
| 12a. Pediatrician                   | 12b. Statistics                    |
| 13a. Store manager                  | 13b. Photographer                  |
| 14a. Philosopher                    | 14b. Psychiatrist                  |
| 15a. Computer operator              | 15b. Cartoonist                    |
| 16a. Garden keeper                  | 16b. Meteorologist                 |
| 17a. Teacher                        | 17b. Military commander            |
| 18a. Metal artist/ sculptor         | 18b. Painter                       |
| 19a. Hydrologist                    | 19b. Auditor                       |
| 20a. Housekeeper                    | 20b. Director                      |
| 21a. Electrical engineer            | 21b. Secretary                     |
| 22a. Chief zootechnician            | 22b. Zoologist                     |
| 23a. Sports doctor                  | 23b. Publicist                     |
| 24a. Tram driver                    | 24b. Nurse                         |
| 25a. Photocopier                    | 25b. Director                      |
| 26a. Architect                      | 26b. Mathematician                 |
| 27a. Specialist in woodworking mill | 27b. Accountant                    |
| 28a. Farm manager                   | 28b. Agronomist                    |
| 29a. Biologist                      | 29b. Ophthalmologist (eye doctor)  |
| 30a. Archivist                      | 30b. Sculptor                      |
| 31a. Stenographer                   | 31b. Speech therapist              |
| 32a. Economist                      | 32b. Store manager                 |
| 33a. Researcher at the museum       | 33b. Consultant                    |
| 34a. Proofreader                    | 34b. Critic                        |
| 35a. Radiolocation operator         | 35b. Specialist in nuclear physics |
| 36a. Doctor                         | 36b. Diplomat                      |
| 37a. Actor                          | 37b. Teleoperator                  |
| 38a. Archaeologist                  | 38b. Expert                        |
| 39a. Tailor-fashion designer        | 39b. Decorator                     |
| 40a. Watchmaker                     | 40b. Montage worker                |
| 41a. Director                       | 41b. Scientist                     |
| 42a. Psychologist                   | 42b. Poet                          |

<sup>16</sup> Adapted from “Looking for a job” group program, Crime Prevention Fund – IGA, 2011

20 What shape are you?<sup>17</sup>

Look at the five shapes below (square, triangle, rectangle, circle, zigzag) depicted on the sheet. Choose from them the one that you can say about: "This is me!" Try to feel your figure. If you are experiencing difficulty, choose from the figures the one that first attracted you. Write its name under No. 1. Then arrange the other four figures according to your preferences and write their names under the appropriate numbers.



| Order | Figure |
|-------|--------|
| 1     |        |
| 2     |        |
| 3     |        |
| 4     |        |
| 5     |        |

INTERPRETATION

Your first choice – this figure is the basic form that represents you.  
Your last choice - this figure shows which type of people you will find most difficult to interact with.

Now look at the next pages to see what characteristics and traits each of these figures represents. When you are finished, return to this page and write below:

1. Did you agree with the description of the personality demonstrated by your first choice of figure and why?  
.....  
.....  
.....
2. Did you agree with the description of the personality demonstrated by your last choice? Does it really depict people that you find hard to interact with?  
.....  
.....  
.....

<sup>17</sup> Adapted from “Looking for a job” group program, Crime Prevention Fund – IGA, 2011

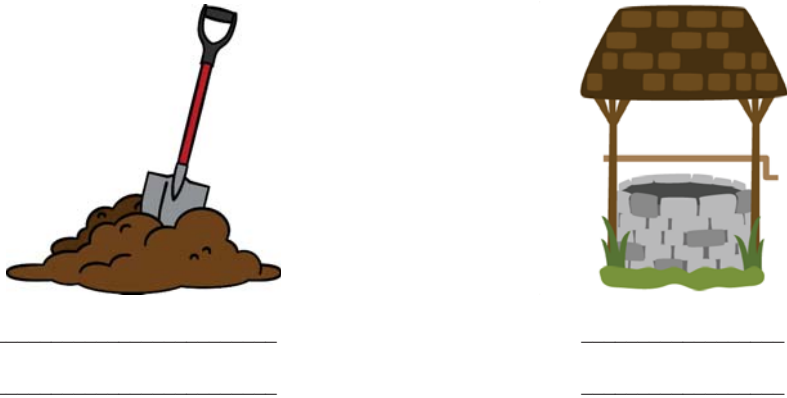
Exercise:

It may not work at first try, to build a way out of the soil shoveled on you, so let’s start with a little practice. Give the images below a positive-sounding and a negative-sounding title.<sup>1</sup>



SOURCE: <https://365letszikra.hu>

Now let’s see how this works, in your life. Think about the hurt that you received/felt this week. Find three and write it under the earth pile.  
Then think about how you can turn it into something positive, like the donkey in the story. (i.e.: I couldn't make a phone call - I had money left over). Write the converted positives on the lines under the well.



## 24 If they hurt you...



**Edvard Munch:**  
**Melancholy**  
(1894)

There are many ways to look at a situation in life. It affects our mood, feelings and lifestyle depending on which method we choose. The story below gives you an example.

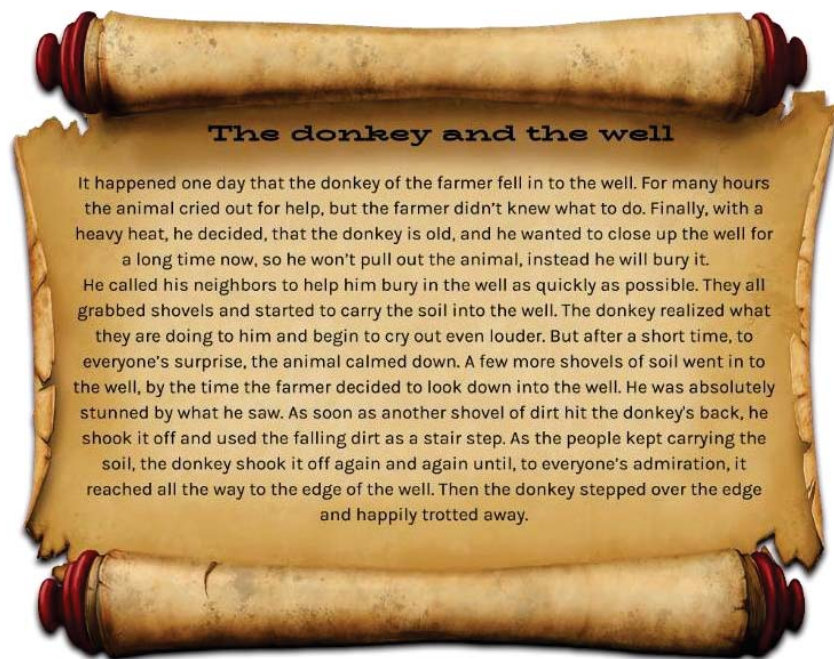


Table with distribution of the answers. Mark your choice with a ✓

Then, based on the number of answers in the columns, find your working personality type.

|     |     |     |     |     |     |
|-----|-----|-----|-----|-----|-----|
| 1a  | 1b  | 2a  |     | 2b  | 3a  |
| 3b  | 4a  |     | 4b  | 5a  | 5b  |
| 6a  |     |     | 6b  | 7a  |     |
|     | 7b  | 8a  |     |     | 8b  |
| 9a  |     | 9b  | 10a | 10b | 11a |
|     | 11b | 12a | 12b | 13a |     |
| 13b | 14a | 14b | 15a |     | 15b |
| 16a | 16b | 17a |     | 17b | 18a |
| 18b | 19a |     | 19b | 20a | 20b |
| 21a |     |     | 21b | 22a |     |
|     | 22b | 23a |     |     | 23b |
| 24a |     | 24b | 25a | 25b | 26a |
|     | 26b | 27a | 27b | 28a |     |
| 28b | 29a | 29b | 30a |     | 30b |
| 31a |     | 31b | 32a | 32b |     |
|     | 33a | 33b | 34a |     | 34b |
| 35a | 35b | 36a |     | 36b | 37a |
| 37b | 38a |     | 38b | 39a | 39b |
| 40a |     |     | 40b | 41a |     |
|     | 41b | 42a |     |     | 42b |

### INTERPRETATION OF RESULTS

#### PERSONAL TYPES

1<sup>st</sup> column - Realistic type

2<sup>nd</sup> column - Intellectual type

3<sup>rd</sup> column - Social type

4<sup>th</sup> column - Conventional type

5<sup>th</sup> column - Enterprising type

6<sup>th</sup> column - Artistic type

#### 1. Realistic type

"Male type" - Has a high emotional dependence and orientation to the present. He prefers to deal with specific objects and their use. Chooses a job that involves constant movement and motor habits. Preferred professions - related to specific tasks: mechanic, engineer, agronomist, etc. Non-verbal abilities, developed motor skills, spatial imagination (reading drawings) are typical. Success is predicted in areas such as physics, economics, cybernetics, chemistry, sports.

#### 2. Intellectual type

It is characterized by an analytical mind, independence and originality of judgments. Predominant theoretical and aesthetic values. They are oriented towards solving intellectual, creative tasks. They often choose scientific professions. Harmonious intellectual structure: developed verbal and nonverbal abilities. It is characterized by high activity, but during working hours it is not oriented to communication. In conversations, they often act as a

transmitter of information and are generally introvert. The most preferred are professional activities such as: mathematics, geography, geology, creative professions.

### 3. Social type

It is characterized by pronounced social skills (communication skills, striving for leadership, the need for numerous social contacts). Regardless of the environment, they successfully adapt to the circumstances. Emotional and sensitive. Verbal abilities are expressed in the structure of the intellect. They are distinguished by the desire to teach and educate others, the ability to empathize and co-experience. The following areas of activity are most preferred: psychology, medicine, pedagogy.

### 4. Conventional type

It is characterized by preferences for structured activities, work on instructions and certain algorithms. They have the ability to process specific, routine (digital/ binary) information. The approach to the problems is stereotypical. Specific traits of character are: conservatism, subordination, dependence. In behavior and communication they adhere to stereotypes and follow customs and traditions. Bad organizer and leader. Non-verbal (especially accounting) abilities often predominate. The most preferred are such specialties as: financier, accountant, economist, manufacturer, machinist, clerk.

### 5. Enterprising type

They choose goals and tasks that allow them to demonstrate energy and impulsiveness, enthusiasm. The main traits of the character are: striving for leadership, need for recognition, entrepreneurship, some aggression. They prefer tasks related to leadership and personal status. Verbal abilities predominate in the structure of the intellect. They do not like activities related to patience, more workload, physical effort and concentration. These abilities are most successfully realized in the following professions: diplomat, reporter, manager, director, broker and others.

### 6. Artistic type

In relations with others they rely on their imagination and intuition. The emotionally complicated view of life is typical. Specific traits of character are: independence in decision making, originality of thinking. They usually do not live by the rules and traditions. Prefer creative activities: music, painting, activities in the humanitarian sphere. Very well developed perception and motor skills, high level of extroversion. Verbal abilities predominate in the structure of the intellect. The following areas of activity are most preferred: history, philology, art.

Which type did you turn out to be?

.....

Now can you think of professions that would suit your type?

.....  
.....  
.....  
.....

## Solution

Carl Jung, one of the founders of psychoanalysis, noted that the octopus often appears as a symbol of stress and anxiety with its ominous, alien appearance, slippery, invertebrate shape, and arms extending in all directions. The drawing you create now sheds some light on the level and nature of stress present in your life.

The size and number of octopuses drawn reflect the importance and number of concerns present in your life. A single giant octopus suggests that a big problem is completely occupying your thoughts, while the ubiquitous smaller octopuses indicate that you feel overwhelmed by the tiny tensions and annoyances that strike you from all sides. If you've drawn a friendly little thing that floats merrily up and down under the waves, you're in luck! No one said life had to be a cold, dark chasm.

23 Into the depths<sup>25</sup>

To complete the exercise, cover the solution first. Then follow the instructions below.

The underwater world of the sea hides secrets we can hardly imagine. Its seemingly endless spaces entice adventurers, put science to the test, inspires poets, artists and all those who are romantic at heart. The simplest explanation for its appeal is that there is more to the ocean than it first appears. Under the smooth surface, millions of familiar and fantastically strange creatures live, feed, reproduce and perish. It's as if the planet is made up of two different worlds that are just beginning to explore each other. On the next page, the frame shows a picture of a coral branch. In this task, you need to draw one (or more) octopuses anywhere within the frame.



<sup>25</sup> In: Tadahiko Nagao, Isamu Saito : Kokology 2: More of the Game of Self Discovery, Touchstone, 2001.

21 What color am I? Four colors questionnaire<sup>18</sup>

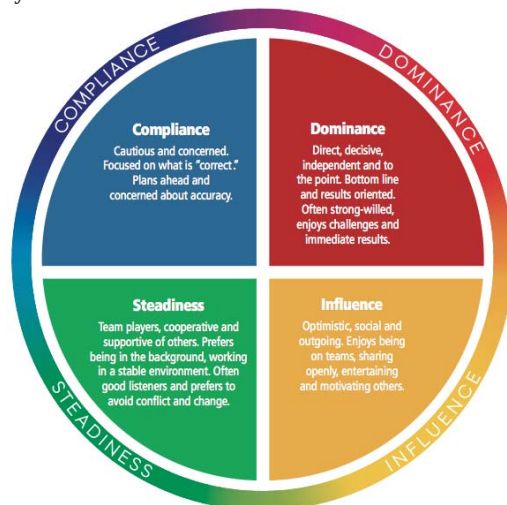
Choose the one that is the most typical of you / describes you the best and circle the letter in front of it. Add the letters at the end (e.g. 2 A, 3 B, etc. - if you add up the numbers, 25 must come out).

|    |                                                                                                                                      |     |                                                                                                                                                                   |
|----|--------------------------------------------------------------------------------------------------------------------------------------|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | A careful and analytical<br>B persistent and attentive<br>C influential and theatrical<br>D a good strategist and pushy              | 14. | D strong-willed and purposeful<br>A focusing on arguments and facts<br>C emotionally motivated and captivating<br>B attentive and sensitive                       |
| 2. | C lovable and fast<br>B reliable and restrained<br>D powerful and goal-oriented<br>A regular and logical                             | 15. | A thinks in a system<br>C cheerful and popular<br>B soothing and reassuring<br>D guiding and energizing                                                           |
| 3. | B calm and balanced<br>D determined and dominant<br>C cheerful and sociable<br>A accurate and going into details                     | 16. | C convincing and agile<br>D determined and acts immediately<br>A disciplined and progresses step-by-step<br>B tolerant and calm                                   |
| 4. | D full of confidence and dynamic<br>A systematic and concise<br>B familiar and balanced<br>C talkative and light-hearted             | 17. | B full of empathy and patient<br>A independent-minded and disciplined<br>D task-oriented and competitive<br>C ready for debate and spontaneous                    |
| 5. | A logical and clear-headed<br>D straightforward and questioning<br>B loyal and adaptable<br>C humane and active                      | 18. | C can affect others and is impulsive<br>B attentive and caring for others<br>A unbiased and objective<br>D challenges others and purposeful                       |
| 6. | B relationship builder and acceptor<br>C expressive and full of hope<br>D exercises power and asserting<br>A thinker and independent | 19. | A thinks in a system and prepared<br>D brave and independent<br>C open and extroverted<br>B advising and caring for others                                        |
| 7. | C convincing and persuasive<br>A questioner and reflective<br>D quick and proactive<br>B reliable and correct                        | 20. | D communicates well and strong willed<br>C spontaneous and full of ideas<br>A prefers to think things through and rational<br>B mediator and striving for harmony |

<sup>18</sup> A shortened version of the DISC personality test that is often used by employers. DISC (Four Color Test) is a behavioral style test. It distinguishes four types of behavior, the acronym comes from these: Dominance, Influence, Steadiness, and Compliance.

|     |                                                                                                                                   |          |                                                                                                                                                  |            |         |  |
|-----|-----------------------------------------------------------------------------------------------------------------------------------|----------|--------------------------------------------------------------------------------------------------------------------------------------------------|------------|---------|--|
| 8.  | D determined and self-confident<br>C sociable and cheerful<br>B loyal and helpful<br>A reliable and fair                          | 21.      | A well-organized and reflective<br>B patient and supportive of others<br>D strong and effective in arguing<br>C engaging and open towards others |            |         |  |
| 9.  | B sensitive and diplomatic<br>A accurate and reserved<br>C encouraging and appreciative<br>D results-oriented and fast            | 22.      | D objective and challenging<br>B calm and peaceful<br>A adherent to facts and conventions<br>C full of life and inclusive                        |            |         |  |
| 10. | D responsible and assertive<br>B restrained and cooperative<br>C open and sociable<br>A goes into details and accurate            | 23.      | C inspiring and radiant with energy<br>D forward-thinking and practical<br>B attentive and caring for others<br>A goes into detail and focused   |            |         |  |
| 11. | C cooperative and impulsive<br>A rational and factual<br>B balanced and kind<br>D focused and practical                           | 24.      | B supportive and loyal<br>D independent and brave<br>A analytical and thorough<br>C sociable and full of life                                    |            |         |  |
| 12. | A analytical and thorough<br>C friendly and fun<br>D competitive and leading<br>B benevolent and helpful                          | 25.      | A careful and precise<br>D straightforward and purposeful<br>C optimistic and elated<br>B accepting and trustworthy                              |            |         |  |
| 13. | B direct and full of confidence<br>C full of emotion and inspiration<br>A objective and the analytical<br>D is active and leading | A (blue) | B (green)                                                                                                                                        | C (yellow) | D (red) |  |
|     |                                                                                                                                   |          |                                                                                                                                                  |            |         |  |

So: what color are you? .....

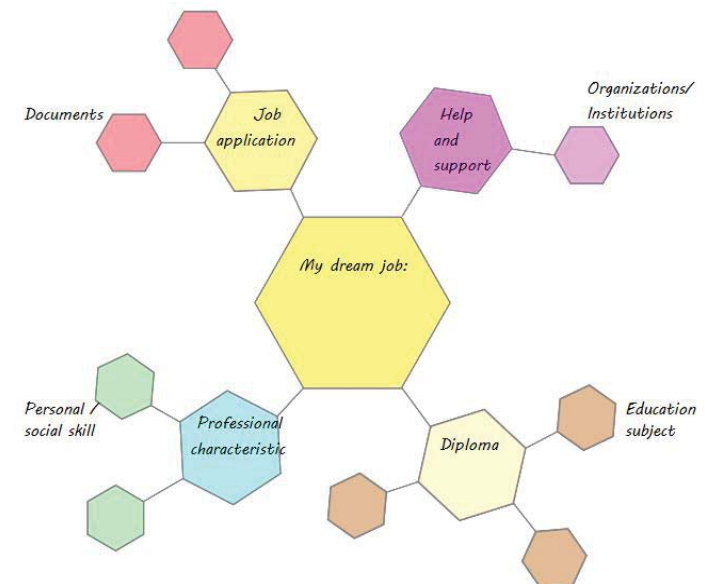


*"Working hard for something we don't care about is called stress. Working hard for something we love is called passion."* - Simon Sinek

## 22 Mapping the pathway to your dream job

We all have dreams, and a good job is often on the list. If we do not pursue our dreams they will remain what they are – a distant unachievable vision. Knowing where to start is what turns a dream into a plan!

Using the chart below as a general guidance, try mapping your way to getting that dream job. Think about what subjects you need to study to get the necessary education for the job. Then think about the social, emotional and physical skills needed for it. Imagine the application process – what will you need to present to your desired employer? And finally – who can help you along the way?



Which statements, characteristics, attributes are the most typical of you? What fits you the best from the list above?

You can see the characteristics of each color in the table below.

| blue                                                                                                                                                                                                  | green                                                                                                                                                                                          | yellow                                                                                                                                                                                                                                          | red                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>strengths</b>                                                                                                                                                                                      |                                                                                                                                                                                                |                                                                                                                                                                                                                                                 |                                                                                                                                                                                           |
| knowledge-centered<br>and goes into details<br>asks testing questions<br>looks into things<br>thoroughly<br>surrounded by an<br>atmosphere of expertise                                               | builds long-term and<br>deep relationships<br>can listen to others<br>instinctively<br>sincere and warm-<br>hearted<br>persistent                                                              | builds relationships<br>quickly<br>friendly and direct<br>flexible and has a great<br>imagination<br>has good presentation<br>skills                                                                                                            | confident, determined<br>loves challenging tasks<br>focused<br>affects others                                                                                                             |
| <b>weaknesses</b>                                                                                                                                                                                     |                                                                                                                                                                                                |                                                                                                                                                                                                                                                 |                                                                                                                                                                                           |
| it is difficult to contact<br>him/her for the first<br>time<br>his/her questions seem<br>critical or insensitive<br>can look through the<br>feelings of others<br>may go into irrelevant<br>details   | adapts slowly<br>not really enthusiastic<br>about making decisions<br>avoids rejection<br>tends to experience<br>difficulties as personal<br>conflict                                          | sometimes lacks focus<br>seems too casual to<br>many<br>not very careful in<br>planning and follow-up<br>may lose interest                                                                                                                      | not a very attentive<br>listener<br>may seem arrogant <sup>19</sup><br>can be too aggressive<br>doesn't wait for feedback                                                                 |
| <b>attitude</b>                                                                                                                                                                                       |                                                                                                                                                                                                |                                                                                                                                                                                                                                                 |                                                                                                                                                                                           |
| task-oriented and<br>introverted <sup>20</sup><br>independent and<br>systematic<br>the task is important<br>accurate, analytical<br>conscientious, accurate,<br>precise<br>fact-finding<br>diplomatic | people-centered and<br>introverted<br>a real team player<br>slow pace and soothing<br>style<br>kind, patient<br>calm<br>honest, understanding<br>close human<br>relationships are<br>important | people-centered and<br>extroverted <sup>21</sup><br>approaches people with<br>confidence<br>open and direct<br>self-confident,<br>convincing<br>enthusiastic, optimistic<br>popular, sociable<br>sometimes superficial<br>impartial, optimistic | task-oriented and<br>extroverted<br>direct and independent<br>goal-oriented, result-<br>oriented<br>dominant, competing<br>quick to decide,<br>proactive, bold<br>determined and vigorous |
| <b>personal style</b>                                                                                                                                                                                 |                                                                                                                                                                                                |                                                                                                                                                                                                                                                 |                                                                                                                                                                                           |
| detailed questions<br>reticence<br>business focus<br>minimal mimicry<br>considered answers                                                                                                            | slow approach to the<br>topic<br>sometimes hesitates<br>slower speech<br>pauses before replying<br>"questioning" style                                                                         | enthusiastic and<br>sociable <sup>22</sup><br>fast pace<br>direct style<br>lots of smiles and<br>gestures                                                                                                                                       | direct<br>confident<br>sometimes interrupts<br>questions focusing on the<br>essence<br>"instructional" style                                                                              |

<sup>19</sup> provoking, cheeky, cocky, demeaning

<sup>20</sup> Difficult to make friends, detached from the outside world.

<sup>21</sup> Easy to make friends, usually turns to the outside world.

<sup>22</sup> Friendly.

In addition to finding out what color you are - your self-knowledge has developed, you have thought about yourself, and so on - you can use the ones listed above later when writing your CV and / or in a job interview when you need to talk about yourself.

It is not easy to talk about ourselves, but many times we find ourselves in a situation where we have to. This raises the question of what, how much and how to say on this topic. This depends on your situation (we say something different about ourselves to a friend, something else in a job interview, even if we articulate the same characteristic).

The good news is: this can be practiced, developed to communicate the right things in the right place, properly qualified.

|                                                                                                         |                                                                                                                         |                                                                                            |                                                                                                   |
|---------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
|                                                                                                         |                                                                                                                         | can sometimes seem frivolous, brusque                                                      |                                                                                                   |
| <b>blue</b>                                                                                             | <b>green</b>                                                                                                            | <b>yellow</b>                                                                              | <b>red</b>                                                                                        |
| <b>body language</b>                                                                                    |                                                                                                                         |                                                                                            |                                                                                                   |
| restrained<br>little mimicry<br>no physical contact<br>stiffer body<br>business-like                    | calm, restrained<br>interrupted eye contact<br>soft handshake<br>few gestures<br>don't touch him/her                    | open, responsive<br>more facial expressions<br>multiple physical contacts<br>loose posture | leans forward<br>full eye contact<br>aggressive<br>impatient<br>more gestures<br>strong handshake |
| <b>verbal style</b>                                                                                     |                                                                                                                         |                                                                                            |                                                                                                   |
| disciplined<br>little emotions<br>monotonous<br>business-like<br>critical<br>stickler<br>coarse manners | asks<br>slower<br>more silent<br>thinks first<br>diplomatic<br>stops speaking                                           | more emotional<br>lively<br>loose<br>expressive<br>asks personal questions                 | commanding<br>fast<br>fills the silence<br>confident<br>rapid response<br>spontaneous             |
| <b>on a good day ...</b>                                                                                |                                                                                                                         |                                                                                            |                                                                                                   |
| careful<br>precise<br>prudent<br>formal<br>analytical<br>objective                                      | caring<br>patient<br>sharing<br>calm<br>nice<br>reliable                                                                | social<br>open<br>dynamic<br>enthusiastic<br>convincing<br>imaginative                     | competitor<br>determined<br>assertive<br>purposeful<br>leading<br>strong-willed                   |
| <b>on a bad day ...</b>                                                                                 |                                                                                                                         |                                                                                            |                                                                                                   |
| suspicious<br>cold<br>indefinite<br>critical<br>irritated                                               | headstrong<br>gentle<br>introverted<br>stubborn<br>conflict avoider                                                     | absent-minded<br>irritable<br>spouter<br>indiscreet<br>hurried                             | aggressive<br>checking<br>domineering<br>intolerant<br>authorative                                |
| <b>If you communicate with him/her do this:</b>                                                         |                                                                                                                         |                                                                                            |                                                                                                   |
| Be prepared and thorough.<br>Write things down.<br>Give time to think through the details.              | Be patient and supportive.<br>Slow down to his/her rhythm.<br>Ask for his/her opinion and give him/her time to respond. | Be friendly.<br>Be fun, stimulating.<br>Be open and flexible.                              | Be straight, succinct.<br>Focus on results, goals.                                                |
| <b>If you communicate with him/her do NOT do this:</b>                                                  |                                                                                                                         |                                                                                            |                                                                                                   |
| Don't come close, don't hug him/her.<br>Don't be shy about                                              | Don't abuse his/her good nature.<br>Don't force him/her to                                                              | Don't bore him/her with details.<br>Don't force him/her into                               | Don't hesitate.<br>Don't concentrate on emotions.                                                 |

|                                                                                                          |                                                                                                                                      |                                                                                                                              |                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| certain issues.<br>Don't change the routine without telling him/her.                                     | make a quick decision.<br>Don't surprise him/her at the last moment.                                                                 | a routine job.<br>Don't ask him/her to work alone.                                                                           | Don't take the lead.                                                                                                                                                                                                                                                 |
| <b>signs of stress</b>                                                                                   |                                                                                                                                      |                                                                                                                              |                                                                                                                                                                                                                                                                      |
| demanding an account for everything, becomes prudent<br>hair splitting<br>reserved, reclusive            | becomes silent, retires, or becomes offended<br>judging, impersonal, resilient<br>stubborn, careful                                  | excessive reactions<br>breaks into a tantrum<br>becomes teasing, dogmatic, stiff<br>controversial<br>critical and rebellious | becomes aggressive, impatient<br>irritating <sup>23</sup> , demanding<br>instructing                                                                                                                                                                                 |
| <b>causes of stress</b>                                                                                  |                                                                                                                                      |                                                                                                                              |                                                                                                                                                                                                                                                                      |
| lack of information, logic, structure<br>time wasting, hasty work<br>absent-mindedness                   | unfair treatment<br>violation of values<br>sudden change<br>interruptions, time press                                                | too long and very business-like meeting<br>lack of interaction<br>personal rejection<br>systematic slowness                  | lack of targeting<br>indecision<br>loss of control<br>feeling of incompetence<br>non-compliance with what was discussed<br>lateness                                                                                                                                  |
| <b>solution</b>                                                                                          |                                                                                                                                      |                                                                                                                              |                                                                                                                                                                                                                                                                      |
| Ask for feedback on the go!<br>Give him/her information, in-depth analysis!<br>Don't waste his/her time! | personal contact to restore trust<br>understanding honesty<br>Don't increase the tension to a breaking point!<br>Leave him/her time! | load him/her with professional tasks only for a short time<br>avoid shaming<br>let the meeting be more relaxed               | assertiveness <sup>24</sup><br>Be firm, but first let him/her blow off steam.<br>Let him/her act immediately!<br>Give him/her the control!<br>You can start over again after he/she has calmed down!<br>The error can be acknowledged with sufficient determination. |

Are these typical of you?

yes / no

<sup>23</sup> What annoys or bothers someone; provoking anger; annoying, bothersome, vexing.<sup>24</sup> Ability of self-assertion.