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How to Develop Innovation Learning Outcomes in the LLL process:
SERENDIPITY

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LEARNING UNIT 1

Explaining the concept of Serendipity.

L.U.0.	DIDACTIC UNIT 0.A	The concept of serendipity
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Theoretical Context

WHAT IS SERENDIPITY?

Serendipity is an interesting term with great expressive richness. Commonly accepted in the English Language, it has been included in all English dictionaries since 1974 with the following definition of *serendipity*: **"The faculty of making fortunate discoveries by accident"**.

If we go back in history, we find that "The kingdom of Serendip" is mentioned in an old and well-known book: The story of Simbad of *One Thousand and one nights*. An exotic kingdom in the far east, it would seem that the name is Persian, which was taken in turn from Arabic *Sarandib* or *Serendib*, the ancient name of Ceylon/Sri Lanka.

An anonymous ancient tale tells the story of "The Three Princes of Serendip": these princes had to travel and solve problems to be able to rule the kingdom in the future. But when they try to solve the questions that had been put to them, they find answers to other problems of greater importance and that had not even been raised.

The concept was introduced in the West in 1754, when the English writer Horace Walpole, on one of his journeys to Asia heard the tale which captivated him. So much that he coined the word *serendipity*, to describe the discoveries or findings done by accident and that applies to some of his own literary works. Therefore in principle, the concept is used in the field of humanities, but gradually the use becomes more extended in other fields, such as in science. In 1955, the magazine *Scientific American* adopts it to provide a technical description of an accidental scientific discovery. The term's success and scientific reputation has grown in recent years, also in other fields like in literature about creativity, heuristics; a project that searches for extraterrestrial life bears the name of "Serendip", it is even used in a sugar-sweet and distorted sense (related to destiny) in the film "Serendipity" by Peter Michelson.

It is probably true that to discover any new scientific truth, you must have some luck. **But there are cases in which luck becomes serendipity, finding something much higher or different from what had been raised originally.**

Some cases

One of the first known cases of serendipity happened in the third century B.C. when King Hiero of Syracuse instructed the Greek mathematician Archimedes to find out if the goldsmith who made his crown had deceived him by not using all the gold that he had been given. The king knew how many gold ingots he had given him but didn't know how to measure the volume of the crown to compare it. So one day, when Archimedes was in one of the public baths he noticed the water spilling out of the tub so serendipitously he discovers that the volume of spilled water is equal to the volume of his body. Excited he got out and ran naked shouting Eureka! He had found the solution to the King's problem, but also to many others with the principle that bears his name.

Sometimes small accidents have led to great changes in science, such as for example when Newton saw an apple fall, he wondered why the moon did not fall, and the apple from his apple tree did. (It is not known if the apple hit him full on the head when he was having a nap, but it is most likely part of the legend). Whatever the details, the fact is that this approach to the problem resulted in the Law of Universal Gravitation.

In the early twentieth century Einstein, another heavyweight in science, was able to relate some concepts that had not occurred to anybody before in a serendipitous manner. He linked the recently found speed of light with the limit of matter. Thus the Theory of Relativity came to be.

In Earth Sciences, sometime in the twenties of the 20th century when the well-known Alfred Wegner was looking at a map, he realised that the coast of Africa and South-America were similar and that maybe both continents had been attached to each other millions of years ago. He was criticised by all contemporary scientist but 50 years later his Continental Derivate caused a scientific revolution in geology causing a whole new understanding of our planet: Plate tectonics.

In 1978, at an observatory in the United States they were measuring the orbital dimensions of Pluto. Christy had placed a Photographic plate with an image of Pluto on an instrument called star explorer. He noticed a slight protuberance which he thought was an error so he decided to discard the photo. Coincidentally, the machine was acting up and he called a technician in. The technician asked him to stay just in case he needed his help. Meanwhile, Christy killed the time by studying the photo again and decided to look in the files for some previous images. He found one labelled: "Elongated photo of Pluto. Defect image". That aroused his interest and he kept looking through the files until he found six images rejected between 1965 and 1970 that showed the same bulge. Subsequent studying learnt that this was in fact a new moon of Pluto. If the machine hadn't broken down en the technician hadn't asked him to stay, Caronte would not have been discovered at that time.

In chemistry many chemical elements were created or discovered serendipitously. So were X-rays and radioactivity by Becquerel.

DNA also has a serendipitous aspect to it. In 1962, the biologist James Watson, the physicist Francis Crick and the crystallographer of X-rays Maurice Wilkins shared the Nobel Prize for Physiology and Medicine for the discovery of the structure of the molecule called "the secret of life". What not is known by everybody is that this discovery was due to a

serendipitous situation caused by a chemist who Watson refers to as Jarry in his writings, who realised that the pairs of nitrogen bases were not the same, as thought until then.

Numerous advances in science have been discovered serendipitously.

Stephen Jay Gould, who passed away in May 2002, considered one of the leading scientific essayists, goes even further. He says that species' evolution is marked by long periods of evolutionary stability and other periods of major changes. These changes taken place at random both regarding survival of species and species becoming extinct. In short, he conveys a vision of the evolution of the biosphere where natural serendipitous processes are one of the main drives.

Many appliances and instruments are serendipitous.

In the world of technology there are also many examples of serendipity. Some examples are:

The Dutch optician Lippershey specialised in lensmaking, and he was commissioned to produce two lenses, one concave and the other convex. One day in 1606, his children, who spend a lot of time with him in his workshop, took both lenses and looked through them putting them on top of each other. They focused on a weather-vane of a neighbouring house and to their amazement they saw that it seemed closer, in other words increased in size. When Lippershey repeated the action he could not restrain a cry of joy. His children had discovered something of significant value. Resulting from his enthusiasm and ability, he succeeded in creating the first binoculars in two years.

In the 18th century, two scientific rivals obtained serendipitous results by linking their ideas: Luigi Galvani and Alessandro Volta.

"He had dissected and prepared a frog in the normal way and while attending another matter, he left the frog extended on the table where there was also an electric machine at a considerable distance. When one of the bystanders accidentally touched the nerves of the frog with the tip of a scalpel, all muscles of its legs contracted over and over again, as if affected by severe cramps".

This was Galvani's description of his accidental observation of what he called "animal electricity". Instead of forgetting the incident, he did not stop until he succeeded in repeating it. Galvani's experiments helped to lay the foundations of the biological study of neurophysiology and neurology. The paradigm shift in this field was radical: the nerves were not fluid channels as long ago was thought by Descartes but electrical conductors. The information of the nervous system was carried by electricity generated directly by the organic tissue.

Volta probably never imagined that his rivalry with Galvani would lead to him creating something as useful as the electric battery. In 1800 Volta disagreed with Galvani, and eventually concluded that the genesis of electricity was caused by connecting two different metals in an electrolytic solution, thus inventing the battery.

Somewhere around 1835, Daguerre was trying to fix an image using chemicals. Discouraged because the products he tried did not work, one day he decided to store everything in a cabinet. Days later he took out the plates ... and the image was crisp and clear: the mercury of a thermometer that had accidentally spilled on them led to a miracle. His accidental discovery of the properties of that element led to the invention of the daguerreotype, which was the first type of photography.

The young Charles Goodyear was determined to make synthetic rubber resistant to temperature changes, which he expected to have numerous applications. This insistence took his health and limited economic resources, to the extent of going to prison several times. He became dependent on his relatives for food and clothing, but did not abandon his purpose. After many attempts without the desired result, something unexpected happened. He was combining sulphur and rubber, when accidentally a little of the mixture spilled on a hot plate. To his surprise, the rubber did not melt, but carbonised slowly. Goodyear immediately understood the significance of this accident. Additional tests determined the optimum temperature and time needed to stabilise the rubber. In 1844 he obtained a patent for a process called *vulcanisation*, in honour of Vulcan, the blacksmith of the gods. All rubber used nowadays is vulcanised.

Many drugs have been found through serendipity. A drug used for a specific purpose often has resulted to be effective for another completely different, and at times, even more important one. Aspirin was first prepared for use as an internal antiseptic. It proved not to be effective, but instead it was found it was a valuable painkiller and antifebrile drug and is currently recommended to prevent heart attacks. Since it was launched on the market somewhere in 1890 (Bayer celebrated its centennial throughout the world), people have used aspirin more than any other drug.

Another example is the use of the explosive nitroglycerin in medicine. A doctor in the nineteenth century who attended workers in a factory of nitroglycerine, - incidentally owned by Alfred Nobel-, realized that none of them suffered from hypertension. He accidentally discovered that this product helps reduce blood pressure; it is still used in the form of adhesive patches.

A classic example is the discovery of penicillin by Alexander Fleming in 1928. The story goes that Fleming noticed that one of the cultures was contaminated with a mould from spores that had come through the window of the laboratory. Around the mould there was a circle of ruptured bacteria that enabled him to identify a fungus called *Penicillium notatum*, from which he eventually obtained a concentrate called penicillin. In this case the weather in the summer of 1928 and an open window played a leading role, but it would be ignorant not to take into account that Fleming was a

bacteriologist and had already been researching these matters for over 10 years. Fleming's biography recalls another incident that occurred six years earlier, that stresses his particular sensitivity as a researcher. At that time, a tear accidentally falls in a culture allowing him to make the discovery of an enzyme called lysozyme.

Not only great scientific discoveries but also small (but very profitable) technological contributions have serendipitous roots.

George de Mestral noted that his jacket was covered with those little burrs of burdock after a country walk. When he tried to clean it, he wondered why it stuck so tightly. His curiosity made him take out his microscope to examine the burrs more thoroughly. He found that these irritating parasites had numerous hooks with a particular shape, which made them adhere very efficiently to other equally uneven surfaces. He thought that basing himself on the same principle he would be able to design a practical and firm closing system. This took place in Switzerland in the early 50's. The rest is known: today *Velcro* is used with all types of clothing, shoes, medical equipment, bags, etc. The name is coined from velvet and crochet (hook).

The adhesive used in the sticky notes, better known as "Post-Its", was not what their discoverers, Fry and Silver, were looking for. It all came out wrong and the glue was a mess. However, after a subsequent keen reassessment, it was taken from the failures drawer and after a certain period of optimization it made its way to the shrine of profitable innovations. It was put on the market in 1974.

A recent case of serendipity: the initial synthesis of trans-polyacetylene in the laboratory of Dr. Shirakawa started from an accidental error. During the preparation a catalyst concentration one thousand times higher than planned was used. However, this coincidence does not detract anything from the fact that the three researchers were able to detect the conductive properties of the material after a process known as "doping" (doping can increase the conductivity of a plastic by a billion times, up to the level matching that of metallic materials). This discovery set the starting point of a revolution in conductive polymers. They were awarded the Nobel Prize in Chemistry in 2000.

LEARNING ACTIVITY 1.A.1		Defining serendipity
Learning Outcomes linked	Serendipity Open minded	
Unit of the Learning Outcome linked	Explaining the concept of Serendipity	
Summary of the Activity	Viewing of several scenes from the film "I.Q." by director Fred Schepisi to show serendipity visually and thus become closer to the concept and implications. After watching these shots, analysis and teamwork. Participants are divided in groups of 4, and are asked for examples of serendipity in their professional and personal experience, also with reference to previously seen examples. In groups, they must look for overlapping points with the tests they have read and shots from the film they have been shown, which may be the basis for developing the concept of serendipity.	
Duration of the Activity	Team work: 30 minutes Group reflection: 35 minutes Total: 65 minutes	
Aims of the Activity	To become aware, on one hand, of what serendipity is. To develop basic vocabulary that will allow all participants to have the same knowledge base.	
Guidance for a proper performance of the Activity		
Materials needed to perform the Activity	Paper, colour marker pens, flip chart, speakers and projector.	
Methodology to Implement and Develop the Activity	Title: Defining serendipity Procedure: Make groups of 5 students each. Hand out different serendipities to each group. Get the students to read them to each other. Commentary and searching of parallels between several cases. These should be noted down on a flipchart. Showing another shot of the film "I.Q.", 3 minutes. Does serendipity happen? Agree on an answer in the group. Collecting answers slowly leads to a definition of the concept of serendipity and skills that should be developed to be	

	able to generate serendipities. Final presentation
Guidance once the activity is over	Guidelines: Each participant might suggest, respectfully, whatever he/she wants. Without forcing participation, voluntarily. Questions to ask: What do you understand by the term serendipity? What skills need to be developed?
Assessment of the Activity	Participation of the team Quality of the suggestions Achieving the same knowledge base.
Improvement Proposals of the Activity	Not collected.

LEARNING UNIT 1

Self-confidence, one of the pillars for generating serendipity.

L.U. 1

DIDACTIC UNIT 1.A

Self-confidence concept

Theoretical Context

Self-confidence is one of the main pillars of serendipity. The importance of "having confidence in oneself" is an important point to address, since it generates and provides security when we seek, undertake and generate ideas. The businessperson, philanthropist and writer [Clement Stone](#) said: "*Whatever the mind can conceive, it can achieve.*" That is the spirit of **self-confidence**, that of confident people who arouse admiration from others. Someone who does not feel confident, can hardly expect others to trust him or her. It's hard to trust someone who comes across as nervous and awkward; instead those who show confidence and answer firmly, attract attention. It is not necessary to know everything in life; it is enough to keep an interest in learning and willingness in improving your knowledge. **Self-confidence** is the difference between feeling unstoppable and feeling scared to use talent.

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

LEARNING ACTIVITY 1.A.1

Why self-confidence as a competence to be addressed?

Learning Outcomes linked	Serendipity Emotional Intelligence.
Unit of the Learning Outcome linked	Self-confidence, one of the pillars for generating serendipity.
Summary of the Activity	Team work. Contemplate.- How are self-confidence and serendipity related?
Duration of the Activity	Team work: 30 minutes Group discussion: 15 minutes Total: 45 minutes
Aims of the Activity	To become aware, on one hand, of what serendipity is. To develop basic vocabulary that will allow all participants to have the same knowledge base.
Guidance for a proper performance of the Activity	
Materials needed to perform the Activity	Paper, colour marker pens, flip chart, brown paper
Methodology to	Title: Why self-confidence? Procedure:

Implement and Develop the Activity	Make groups of 5 students each. Write the question on a piece of brown paper. After discussing the topic, everybody should write the possible relationships between the concept of serendipity and self-confidence. Final presentation
Guidance once the activity is over	Guidelines: Each participant might suggest, respectfully, whatever he/she wants. Without forcing participation, voluntarily.
Assessment of the Activity	Participation of the team Quality of the suggestions Achieving the same knowledge base.
Improvement Proposals of the Activity	Not collected.
LEARNING ACTIVITY 1.A.2	
Defining self-confidence	
Learning Outcomes linked	Serendipity Emotional Intelligence.
Unit of the Learning Outcome linked	Self-confidence, one of the pillars for generating serendipity.
Summary of the Activity	Team work. Continuation of previous work in activity 1. Team work. Put participants into groups of 4, and hand out subject material (flip charts, markers). Ask them to write down a definition that meets the needs of every member of the group. Collect them and display the definitions. After defining, put this question to the group: what causes lack of confidence and what does it need to be able to build it? In groups, collect
Duration of the Activity	Team work: 20 minutes Group discussion: 20 minutes Presentation: 20 minutes Total: 60 minutes
Aims of the Activity	To define serendipity? To establish the basics of self-confidence.
<i>Guidance for a proper performance of the Activity</i>	
Materials needed to perform the Activity	Paper, colour marker pens, flip chart.
Methodology to Implement and Develop the Activity	Title: Symptoms of self-confidence Procedure: Put participants into groups of 4, and hand out subject material (flip charts, markers). Ask them to write down a definition that meets the needs of every member of the group. Collect them and display the definitions. After defining, put this question to the group: what causes lack of confidence and what does it need to be able to build it? In groups, collect
Guidance once the activity is over	Guidelines: Each participant might suggest, respectfully, whatever he/she wants. Without forcing participation, voluntarily. We all understand the implications of self-confidence in a different manner, but the concept is based on 3 key aspects, which all have to be taken into account if we want to boost it in the classroom.
Assessment of	Participation of the team

the Activity	Quality of the suggestions
Improvement Proposals of the Activity	Not collected.

L.U. 1 DIDACTIC UNIT 1.B Definition and classification of the skills to build self-confidence.

Theoretical Context

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

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

A journey to self-confidence. **Self-confidence** must be founded on a firm appreciation of reality and can be accomplished in three steps:

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

The secret is in the middle

Having a low **self-confidence** is an inconvenience to succeed in life, but having too much **self-confidence** is not ideal either because you make take unnecessary risks based on fantasy, not reality.

If you have some basic knowledge to perform some activity on your own, it is interesting to widen this knowledge so as not to remain stagnant. When you have gained more knowledge, it's time to put it into practice and new challenges arise, which are increasingly more specific and require more effort to meet them.

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

People who have self-confidence:

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

Tips for improving self-confidence:

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

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

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

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

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

- **Train yourself to be alone** with your thoughts and feelings. Learn to enjoy your own company.

- **Go over the day and congratulate yourself for your accomplishments**, however small they may be, don't wait for others to do so.
- **Pay more attention to yourself**, doing things that satisfy you.

LEARNING ACTIVITY 1.B.1		The cruxes of self-confidence. Skills
Learning Outcomes linked	Emotional Intelligence Positive Thought Serendipity Team Work Creativity	
Unit of the Learning Outcome linked	Self-confidence, one of the pillars for generating serendipity.	
Summary of the Activity	<p>Ask the same groups that worked together on the earlier activities to define each term and get them to suggest 3-5 actions which from their point of view can be used to address the skills. Presented in a theoretical context. Collect, present and explain.</p> <p>Viewing extracts of some films, such as Mondays in the Sun, What Dreams May Come, The Pursuit of Happiness, which deal with these aspects. Group discussion and presentation of what they saw and understood.</p>	
Duration of the Activity	Searching for actions: 20 minutes Viewing films: 15 minutes altogether between the three films Team work: 20 minutes Review in group: 25 minutes 80 minutes	
Aims of the Activity	Become aware of the meaning and importance of having a positive attitude, and being responsible. Overview of the skills to address to built self-confidence and to thus develop serendipity.	
<i>Guidance for a proper performance of the Activity</i>		
Materials needed to perform the Activity	Paper, colour markers, flip chart, speakers and projector.	
Methodology to Implement and Develop the Activity	Participants are put in the same groups as in the previous activities. Searching for actions to help implement the skills seen in a theoretical context. These are collected on coloured cards. Showing of selected scenes from the films Mondays in the Sun, What Dreams May Come, The Pursuit of Happiness. Based on these scenes, analyse the skills that the characters have deployed and on what basis they base themselves on those skills. The skills to address: Positive attitude, self esteem, mental flexibility and responsibility. Collecting and presentation.	
Guidance once the activity is over	Guidelines: Each participant might suggest, respectfully, whatever he/she wants, without forcing participation, voluntarily. Focus in on the concept of self-confidence relative to the previously mentioned skills. Elicit the importance of "endeavour"	
Assessment of the Activity	Team participation Quality of the suggestions ...	
Improvement Proposals of the Activity	Not collected	

L.U. 1	DIDACTIC UNIT 1.C	Beliefs relative to self-confidence
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Theoretical Context

We question how we act, and challenge the beliefs that drive us normally.

What are beliefs?:

A belief is a feeling of certainty about the meaning of something. It is a personal affirmation we believe to be true.

Beliefs, which in many cases are subconscious, affect our perception of ourselves, of others and things and situations around us.

Many people tend to think that their beliefs are universally true and expect that they are shared by others. They do not realise that their system of beliefs and values is something exclusively personal and often times differs from others. We do not live the reality itself, but an intellectual perception of it. That makes life a constant source of hope and rich alternatives or an inevitable source of suffering. Our experience as we live it, depends more on the representation and development of our mind map than the "real" territory itself. Therefore, the map is not the territory.

Our system of beliefs and values helps us to give meaning and coherence to the world the way we see it and to which we are deeply linked. Questioning one of our beliefs may unbalance the whole system as it may affect other beliefs related to it in any way. And as a rule, we are very reluctant to modify any of our beliefs.

Beliefs are based on ideas that are proven, or we think so at least, through our personal experiences.

When a belief is instilled in us, our mind cancels or ignores the experiences that do not agree with it.

Our beliefs are a powerful force in our behaviour. It is common wisdom that if someone really believes he can do something he will do it, and if he believes something is impossible no amount of effort will convince him that it can be accomplished. All of us have beliefs that serve as resources as well as beliefs that limit us. Our beliefs can shape, effect or even determine our degree of intelligence, health, relationships, creativity, even our degree of happiness and personal success.

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

Types of beliefs:

There are two types of beliefs:

Global beliefs:

These are general observations about life, the world, people, etc.

Examples: Life is great. Life is hard. People are friendly. Dogs are dangerous. Women, men are a disaster ...

Rules

These are guidelines that govern our behaviour.

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

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

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

It can also happen that it takes a great effort from us to learn many skills, because if we were swift learners we'd prove ourselves wrong (and in the former case we can uphold our own belief).

To achieve full control of our lives, we must know what our core beliefs are, change those that hinder us and resolve any contradictions that may exist between different beliefs.

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

How are they shaped?

Belief has to do with education, and early childhood, where we fell in love with our parents, and practically believed everything they said. That I was good or bad, that it is difficult to communicate with others, that men don't cry, that disease is due to suffering and guilt ... We have not only heard it, but we've also seen it. When I see that the idea is materialised, for example, that the world is a dangerous place or that it is difficult to make money, because my father is home late, because I see him suffer, I see him worried, because there is a lack of money at home, which in the end is a lack of energy shortage, because I see what was said at one point, and immediately assimilate it in my life, I will turn it into a belief, and consequently I will make it real. That is why it is so important that we are aware of the thoughts that occupy us and of the place these thoughts are taking up in our psyche, in our unconscious.

If I have adopted the belief "Life is hard", somehow I am materialising or searching the hard life. I'm going to turn my life

into something difficult, because underneath there is a belief. If you believe that life is hard, your life will be hard. People with this belief don't have an easy life. One puts in practice what one believes.

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

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

Types of beliefs:

Beliefs about the cause:

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

Beliefs about the meaning:

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

Beliefs about identity or origin:

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

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

Where does belief come from? How do I explain its meaning? Well, I've seen it, in that my father was weak, because my mother said

Verbalisation

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

What I think, what I say and what I do, is the seed of what I will harvest. This is an important awareness, as it may change our lives. I can change from the moment I can place these thoughts that go against my own freedom. From the moment I am able to listen when I speak, and realize that I'm aware of how I speak, and can change the way I talk, and I become aware of what I transmit to the world. That's where the peace lies, inside out, not outside in, so I can be who I really am, and do what I have been sent to this planet earth for, peace between what I say and what I do .

Congruence

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

Incongruence

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

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

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

from unconscious impressions.
Impressions:
 An impression is a significant past event which led to you adopting a belief or a set of beliefs. The most relevant of past experiences is not the experience itself but the mark it left or the belief the person adopted after this experience.
 For example, women who were beaten during childhood often marry men who abuse them as adults, or men who were beaten as children tend to abuse their children. It is possible that people abused during childhood received the impression that this is the characteristic behaviour of fathers, mothers, husbands or wives.
 A woman said: "Sometimes I feel possessed by my mother." As the person grows and the body changes, typically he or she can adopt an adult's behaviour more easily. Impressions are not necessarily logical. This is an intuitive thing, which typically occurs during critical development periods.
 Your adult state of being is often largely conditional to the adult models you were exposed to when you grew up.
How to change beliefs.
 For example, I think trying to keep my ideal weight is next to impossible. Let's start by asking a series of questions.
 What would happen if you slim again? What's stopping you? What does the fact that you haven't been able to lose weight so far say about you?
 Where does the belief come from? Where have I learned it? Where have I seen it? How did it come to materialise in my life? How did I bring it into existence? How do I look for it? What were you told in your childhood? What did you hear your parents or close ones saying about you? What beliefs did you adopt as yours? What ideas did others have of you which you believed? Remember that gullibility is typical of childhood. If you only heard, "you are bad" you probably tried to live up to your idea of *being good* to the extent it interfered with your normal flow of life. And what does *being bad* mean to you? Answering back, shouting, speaking your mind, etc., and like this you don't live life as it is, but as the character you think you should be. But anything that is repressed in the unconscious is trying to find a way out all the time; but a tremendous effort from our conscious mind stops us doing so.
 See how many opportunities life gives us at any given time to change the course of events in just a matter of a split second. These small movements are like short manoeuvres driving a car; I drive straight ahead holding on tight to the steering wheel, but just a slight movement of the wheel will take me elsewhere.

LEARNING ACTIVITY 1.C.1	Hunting Tigers
Learning Outcomes linked	Emotional Intelligence Positive thought Serendipity
Unit of the Learning Outcome linked	SELF-CONFIDENCE, one of the pillars for generating serendipity.
Summary of the Activity	This is an experience exercise, which, through individual reading of an extract from the book "Sex and temperament" of Margaret Mead, the concept of belief and how it affects our self-CONFIDENCE is understood.
Duration of the Activity	Reading an extract of the book: 20 minutes Personal and team work: 60 minutes Review in group: 20 minutes Presentation: 20 minutes Total: 120 minutes
Aims of the Activity	To become aware of the meaning and importance of emotions. Identify their presence in daily life. Recognise the benefits of a suitable emotional management
Guidance for a proper performance of the Activity	
Materials needed to perform the Activity	Paper, colour markers, flip chart, working document, photocopies of the book "Sex and Temperament".
Methodology to Implement and Develop the Activity	Procedure: This activity comprises two parts: <u>1st part:</u> Divide the participants in groups of 5. Each person of the group is given a document to develop the contents of the activity, and a copy of the text to analyse the book mentioned above. Individual reading and group sharing. <u>2nd part</u> Group work, search for beliefs that generate behaviours that inhibit attitudes to take action.

Guidance once the activity is over	Guidelines: Each participant might suggest, respectfully whatever he/she wants. Without forcing participation, voluntarily. Share your beliefs, without forcing. Final conclusion: questions to the group. <ul style="list-style-type: none">• Depending on the experience, could we state that beliefs are inhibitors of self-confidence?
Assessment of the Activity	Team participation Quality of the suggestions
Improvement Proposals of the Activity	Not collected

Annex to the activity Hunting tigers:

EXERCISE 1: Reflecting on the most useful beliefs

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

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

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

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

EXERCISE 2: Beliefs generate behaviours

Interpretations lead to a reaction in the form of behaviour (doing nothing is also interpreted as a behaviour). The purpose of this exercise is to reflect the different behaviours that arise from a particular belief. Write two different types of behaviour derived from each of the following beliefs:

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

Behaviour 1:

Behaviour 2:

Belief 2: Teamwork is a way to waste time.

Behaviour 1:

Behaviour 2:

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

Belief 3:

Behaviour 1:



Behaviour 2:

Belief 4:

Behaviour 1:

Behaviour 2:

WE'RE MOVING AWAY TO SEE BETTER

We're going to New Guinea, with Margaret Mead, a daring, unconventional, very interesting, albeit controversial scientist.

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

ARAPESH

Behaviour of the tribe

Beliefs of the tribe

Emotions of the tribe





MUNDUGUMOR

Behaviour of the tribe

Beliefs of the tribe

Emotions of the tribe

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

Our beliefs encourage and inhibit behaviours ...

Belief

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

What behaviour acts as an inhibitor?

What emotions are behind these behaviours?

Behaviour

Emotion

Consider possible alternatives to Beliefs....

What does it entail to find alternatives?

How does it affect behaviour? And emotions?

LEARNING UNIT 2

The importance of being result oriented, something to work on

L.U.2	DIDACTIC UNIT 2.A	Clarification of the concept of result oriented. Possibility, ability and worthiness. "Empty your cup"
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Theoretical Context

To be result oriented, to achieve the objective, according to NLP "neuro-linguistic programming" a person must believe in three things: 1.-Possibility: Achieving the objective is possible 2.- Capacity: You are able to achieve the goal 3.- Worthiness: You deserve to reach it

POSSIBILITY

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

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

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

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

CAPACITY

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

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

So it is necessary to keep an open mind in terms of capacity.

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

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

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

By instead say:

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

The problem with broadcasting claims of incompetence is that the outside world will believe them, and will consequently not believe in the success of the speaker, and these statements reinforce the belief in an endless downward spiral. Also, a dialogue with oneself leads to ourselves putting limitations to our capacities.

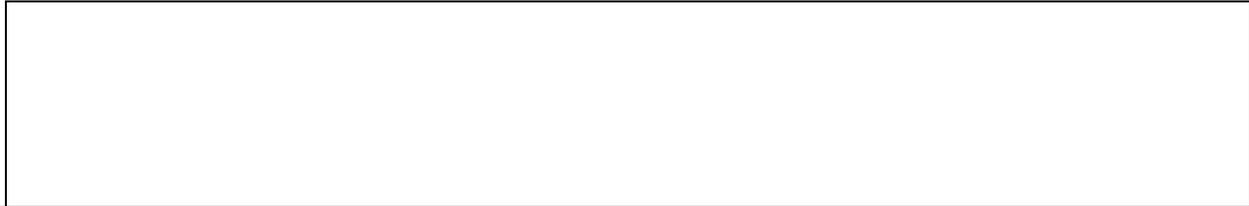
Another way to limit capacities is making excuses in advance. This is a pattern of behaviour that anticipates why you are going to fail and paves the way for failure. In fact, our whole body is prepared to deal with the failure which prevents us from even trying to reach the goal.

WORTHINESS

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

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

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



LEARNING ACTIVITY 2.A.1	Defining the objective
Learning Outcomes linked	Emotional Intelligence Positive thought Serendipity
Unit of the Learning Outcome linked	ACHIEVEMENT ORIENTATION, a way forward.
Summary of the Activity	Individual dynamics where each attendee must note down on a blank sheet what they understand by Objectives. After writing down the definition by each individual, teams of 4 people collect the definitions and come to one single definition that reflects the concerns of all team members.
Duration of the Activity	Personal and team work: 30 minutes Total: 30 minutes
Aims of the Activity	To establish a comprehensive definition of the concept OBJECTIVE which reflects the concerns of all participants, allowing all attendees to start from the same base. To be aware that being result oriented is subject to having your objectives well defined.
<i>Guidance for a proper performance of the Activity</i>	
Materials needed to perform the Activity	Paper, colour markers, flip chart,
Methodology to Implement and Develop the Activity	<u>Procedure:</u> Individual work to define the concept of Objective. On completion of the task, teams of 4 people are made to write down one single definition that reflects the concerns of all team members.
Guidance once the activity is over	<u>Guidelines:</u> Each participant might suggest, respectfully whatever he/she wants. Without forcing participation, voluntarily. Share some of their objectives with the others. Establish a comprehensive definition of the concept OBJECTIVE which reflects the concerns of all participants, allowing all attendees to start from the same base.
Assessment of the Activity	Team participation Quality of the suggestions ...
Improvement Proposals of the Activity	Not collected

LEARNING ACTIVITY 2.A.2	Is it necessary to work and define our objectives?
Learning Outcomes linked	Emotional Intelligence Positive thought Serendipity
Unit of the Learning Outcome linked	ACHIEVEMENT ORIENTATION, a way forward.
Summary of the Activity	Individual dynamics where each attendee must note down on a blank sheet what they understand by Objectives. After writing down the definition by each individual, teams of 4 people collect the definitions and come to one single definition that reflects the concerns of all team members.
Duration of the Activity	Personal and team work: 30 minutes Total: 30 minutes
Aims of the Activity	The aim of framing this concept inside a theoretical context stems from the need to know the influence of setting objectives to address our self-motivation, something that will help us create and define objectives that are within the potential and attainable capacities of each individual and thus make us take action. So ultimately, leave the verbal distinction of being as opposed to doing behind. To apply a systematic action within the students' working environment both for their personal and professional growth.
<i>Guidance for a proper performance of the Activity</i>	
Materials needed to perform the Activity	Paper, colour markers, flip chart,
Methodology to Implement and Develop the Activity	<u>Procedure:</u> Ask the attendees to think of a positive and pleasant situation. Hand out a sheet with several questions to the attendees, tell them to read them after which they will have to answer. During the course of answering these questions, the attendees will become aware that setting objectives is a continuous task, and how these help them succeed.
Guidance once the activity is over	<u>Guidelines:</u> Each participant might suggest, respectfully whatever he/she wants. Without forcing participation, voluntarily. Share some of their positive experiences Be aware of the relationship between success, happiness and objectives.
Assessment of the Activity	Team participation Quality of the suggestions
Improvement Proposals of the Activity	Not collected

LEARNING UNIT 2

The importance of being result oriented, the way forward

L.U.2 **DIDACTIC UNIT 2.B** The 7 keys to setting objectives.

Theoretical Context

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

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

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

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

1. The objective should be expressed in a positive manner
 - What are you after, what do you desire? Use the present tense.
 - What more do you want than what you have now?
 - What would you rather have?
2. The objective must be specific and measurable
 - What exactly will you see, hear or feel when the objective is reached?
 - How long do you need to achieve it?
 - When do you want to achieve it?
3. Decide how and when to measure progress in meeting the objective
 - How do you measure your progress towards the objective?
 - How often do you measure progress?
 - How do you know you've achieved the objective?
 - How do you check you are on the right track towards the objective?
4. Organise the resources you'll need on the way towards the objective.
 - What resources (objects, people, time, models, qualities) will you need to achieve your objective?
 - Which one do you already have?
 - Where will you find the others?
5. Be proactive
 - To what extent are you in control of meeting the objective?
 - What will you do to meet it?
 - What can you offer others so that they are interested in helping?
6. Pay attention to the impact of the consequences beyond yourself
 - What are the consequences for other significant people?
 - Can you get an idea of the impact from others' points of view?
 - What is the cost in time, money and opportunity?
 - What is it that you may have to give up?
 - How will reaching the objective or the period immediately before that affect the balance between different aspects of your life?
7. Work out a plan of action

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

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

SMART TECHNIQUE

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

What is S.M.A.R.T ? SMART is an abbreviation used for a set of principles to aid us in clarifying and setting our goals adequately.

The objective is subject to the following principles:

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

Specific: Make sure that when you are setting your objectives, each one has a specific action. Why? Because a generic objective, e.g. to become the

leading national brand of a product, must be translated into specific action that specify how to achieve that objective. E.g. to improve characteristics x of the product, improve marketing in a certain area ...

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

Achievable: How long does it take to travel the galaxy? Setting oneself unattainable objectives does not contribute anything to our planning; it only feeds our frustration. The function of an objective is to enable a goal, not to obstruct it.

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

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

LEARNING ACTIVITY 2.B.1	How can do we do it?
Learning Outcomes linked	Emotional Intelligence Positive thought Serendipity
Unit of the Learning Outcome linked	ACHIEVEMENT ORIENTATION, a way forward.
Summary of the Activity	Team work: Put participants into groups of 4, and hand out subject material (flip charts, markers). Ask them to think about techniques and dynamics which from their point of view are valid to define and meet objectives Put them in groups again and check if they meet the 7 keys that must be taken into account in working with objectives.
Duration of the Activity	Team work: 40 minutes Total: 40 minutes
Aims of the Activity	To present techniques and methodologies .. To develop the basics of the methodologies for defining objectives. To apply a systematic action within the students' working environment both for their personal and professional growth.
<i>Guidance for a proper performance of the Activity</i>	
Materials needed to perform the Activity	Paper, colour markers, flip chart,
Methodology to Implement and Develop the Activity	<u>Procedure:</u> Make groups of 4 students each. Get them to talk about how they set objectives. Check the steps that are taken with respect to the 7 necessary keys. Collect and classify all action and name them.
Guidance once the activity is over	<u>Guidelines:</u> Each participant might suggest, respectfully whatever he/she wants. Without forcing participation, voluntarily. See the importance of working goals in the present and always from a positive approach The importance of motivation.
Assessment of the Activity	Team participation Quality of the suggestions
Improvement Proposals of the Activity	Not collected

LEARNING UNIT 2

The importance of being result oriented, something to work on.

L.U.2	DIDACTIC UNIT 2.C.1	Psychological traps in the process of definition and implementation of my objectives
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Theoretical Context

It is beyond doubt that subjectivity of people plays a significant role in defining and setting out our objectives. The 7 keys to defining objectives we mentioned earlier help us focus on our objectives and avoid making the most common mistakes when working with objectives. There are however some psychological issues that sometimes can distract us, that place demands on us, either beyond or below our limits. This triggers emotions such as frustration in case of failure, which become negative attitudes. These psychological issues are known as "psychological traps".

Research shows that unconsciously we develop routines or heuristics to cope with the complexity inherent in most decisions we make. Result-oriented working is not exempt from these dynamics either.

Some take on the form of wrong sensory perceptions, others take the form of damage, others seem irrational anomalies in our thinking. But what makes them so dangerous is that they are invisible; we don't recognise them before it's too late.

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

THE TRAP OF ANCHORING.

This relates to the fact that we place disproportionate weighting on the first information we receive on a particular issue

BECOMING STUCK: THE STATUS QUO TRAP.

We instinctively stay with what seems familiar. Thus we look for decisions that involve the least change.

PROTECTION OF PREVIOUS ELECTIONS: THE SUNK COST TRAP.

We all tend to make choices that justify our past decisions, even if these are no longer valid.

SEE WHAT ONE WANTS TO SEE: THE CONFIRMING EVIDENCE TRAP.

This trap leads us to look for information that supports our point of view while avoiding information that contradicts it. This is because we are faced with two fundamental psychological forces at work:

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

RAISING THE QUESTION WRONG: THE FRAMING TRAP.

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

OVERCONFIDENCE: THE OVERCONFIDENCE TRAP.

DAZZLED BY DRAMATIC EVENTS: THE RECALLABILITY TRAP.

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

SKIP RELEVANT INFORMATION: THE INCOMPLETE INFORMATION TRAP.

BIAS OF PROBABILITY AND CALCULATION: THE PRUDENCE TRAP.

MISTAKING COINCIDENCES FOR MIRACLES: BEING SURPRISED BY SURPRISES TRAP.

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

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

LEARNING ACTIVITY 2.C.1	Are my emotional states of being a heuristic?
Learning Outcomes linked	Emotional Intelligence Positive thought Serendipity

Unit of the Learning Outcome linked	ACHIEVEMENT ORIENTATION, a way forward.
Summary of the Activity	Individual work: Self-reflection. Identifying emotions during attempts to achieve objectives that have not been attained. Team work: Sharing. Viewing scenes from film "The Emperor's Club"
Duration of the Activity	Personal work: 15 minutes Team work: 20 minutes Viewing scenes of film: The Emperor's Club. 10 minutes Sharing: 15 minutes Total: 60 minutes
Aims of the Activity	To recognize psychological traps that make it impossible to make an adequate decision. To show that emotions also play a role in setting and achieving objectives.
Guidance for a proper performance of the Activity	
Materials needed to perform the Activity	Paper, colour markers, flip chart, video
Methodology to Implement and Develop the Activity	<u>Procedure:</u> Individual work: What emotions are there in the course of setting objectives? If we meet them? What emotions have changed? If we fail, what emotions will it trigger? Is the implementation of objectives conditioned to some of the traps we have seen before? Team work: Share experiences. Viewing of some scenes from the film "The Emperor's Club" where some lines will be analysed to highlight the psychological traps and how they affect decision-making. Also showing some of the film "The Emperor's Club" during which the main characters subscribe the theory of this unit.
Guidance once the activity is over	<u>Guidelines:</u> Each participant might suggest, respectfully whatever he/she wants. Without forcing participation, voluntarily. Share some of the reflections. Be aware of the importance to take into account our emotional states.
Assessment of the Activity	Team participation Self-reflection Quality of the suggestions
Improvement Proposals of the Activity	Not collected
LEARNING ACTIVITY 2.C.2	Me and frustration
Learning Outcomes linked	Emotional Intelligence Positive thought Serendipity
Unit of the Learning Outcome linked	ACHIEVEMENT ORIENTATION, a way forward.

Summary of the Activity	<p>Individual work. Self-reflection. Do you remember a situation where you felt frustrated. How do I cope with failure? What went through your head? What did you do to overcome that feeling? What thoughts did you have? And what behaviour?</p> <p>Viewing the video: www.youtube.com/watch?v=D-dAFbkMBwc. Results-oriented</p> <p>Group discussion:</p>
Duration of the Activity	<p>Personal work: 20 minutes Presentation: 10 minutes Viewing the video: 10 minutes Group discussion: 10 minutes Total: 50 minutes</p>
Aims of the Activity	<p>To discover what frustrates us.</p> <p>To begin to see the importance of asking ourselves the right questions to become aware of our reality.</p> <p>To be aware that emotions are generated by thoughts</p>
Guidance for a proper performance of the Activity	
Materials needed to perform the Activity	Paper, colour markers, flip chart.
Methodology to Implement and Develop the Activity	<p><u>Procedure:</u> Individual work: Think back of a situation where you felt frustrated. How do I cope with failure? What went through your head? What did you do to overcome that feeling? What thoughts did you have? And what behaviour?</p> <p>Viewing the video: www.youtube.com/watch?v=D-dAFbkMBwc. Results-oriented, which shows that if things are approached from each one's own reality, and despite many obstacles, things can be achieved.</p> <p>Group discussion: What do these scenes suggest to you?</p>
Guidance once the activity is over	<p><u>Guidelines:</u> Each participant might suggest, respectfully whatever he/she wants. Without forcing participation, voluntarily.</p>
Assessment of the Activity	<p>Team participation Self-reflection Quality of the suggestions</p>
Improvement Proposals of the Activity	Not collected

LEARNING ACTIVITY 3.C.3	The power of language. The art of asking.
Learning Outcomes linked	<p>Emotional Intelligence Serendipity</p>
Unit of the Learning Outcome linked	ACHIEVEMENT ORIENTATION, a way forward.

Summary of the Activity	Group work. A volunteer and three key questions to reach an objective .. to hit the bull's eye. Discussion about what happened during the activity.
Duration of the Activity	Team work: 30 minutes Group discussion: 20 minutes Total: 50 minutes
Aims of the Activity	To see, on an individual level, the importance of seeing things as an error and not as a failure. An error implies responsibility and failure victimhood. To be aware of the importance to ask yourself the right questions in order to set yourself the necessary objectives. To address and apply the key questions and listen to your answers in a critical way.
Guidance for a proper performance of the Activity	
Materials needed to perform the Activity	Paper, colour markers, flip chart.
Methodology to Implement and Develop the Activity	<u>Procedure:</u> Ask a volunteer from the group to come forward. This volunteer will leave the room Now make groups of 3. Think of 3 open questions that can be asked to the volunteer. The idea is for him/her to throw the dart in the bull's eye. Guiding is not allowed, only 3 questions per group. The trainer explains to the volunteer what to do, provides some darts and blindfolds him/her. When the volunteers enters the room, he/she is blindfolded and has some darts to throw at a dartboard. The rest of the group will have to write 3 questions to get the volunteer to take off the blindfold, throw the darts and hit the bull's eye. Group discussion: What do you think?
Guidance once the activity is over	<u>Guidelines:</u> Each participant might suggest, respectfully whatever he/she wants. Without forcing participation, voluntarily.
Assessment of the Activity	Team participation Self-reflection Quality of the suggestions
Improvement Proposals of the Activity	Not collected

LEARNING UNIT 3

Initiative in the process of generating serendipities.

L.U.3	DIDACTIC UNIT 3.A.1	Relationship between initiative and serendipity
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Theoretical Context

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

LEARNING ACTIVITY 3.A.1	What is it and what does this concept mean?
Learning Outcomes linked	Emotional Intelligence Serendipity
Unit of the Learning Outcome linked	Initiative in the process of generating serendipities.
Summary of the Activity	Work in groups to answer the following questions: What is it to show initiative and how is it related to the concept of serendipity? After collecting the definitions and how the concepts are related according to the participants, a brief explanation will be given from within the previously given theoretical framework. After the explanation, participants are put in groups again to define the backbone of initiative and the traits of somebody who shows initiative, using the information which they obtained and that was provided by the speaker.
Duration of the Activity	Viewing the video: 10 minutes Group discussion: 10 minutes Team work: 30 minutes Group discussion: 30 minutes Total: 80 minutes
Aims of the Activity	To discover the positive aspects of showing initiative, mainly to avoid judgements that condition our actions and therefore not look beyond our own frame of reference. To be aware of the relationship between serendipity and initiative.
Guidance for a proper performance of the Activity	
Materials needed to perform the Activity	Paper, colour markers, flip chart, video
Methodology to Implement and Develop the Activity	<u>Procedure:</u> Viewing the video: The child and the trunk Group discussion: What do you think? Work in groups to answer the following questions: What is it to show initiative and how is it related to the concept of serendipity? Brief explanation of the speaker Team work: Define the pillars of initiative and the personal traits of an individual with initiative

Guidance once the activity is over	<u>Guidelines:</u> Each participant might suggest, respectfully whatever he/she wants. Without forcing participation, voluntarily.
Assessment of the Activity	Team participation Self-reflection
Improvement Proposals of the Activity	Not collected

LEARNING UNIT 3

Initiative in the process of generating serendipities.

L.U.3

DIDACTIC UNIT 3.B.1

The three key aspects to work on personal initiative

Theoretical Context

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

Self-starting implies that a person does something without being told, without getting an explicit instruction, or without an explicit role requirement. Thus, PI is the pursuit of self-set goals in contrast to assigned goals. An example is a blue-collar worker who attempts to fix a broken machine even though this is not part of his or her job description. Frequently, initiative deals with subproblems of an assigned task or with issues that are not obviously related to the task. It may be useful to discuss briefly the conceptual issues for high- and low-level jobs. Initiative in high-level jobs is difficult to define, because high-level managers are often required to show initiative as an external task; in this case, PI seems to be part of the job description. Can we still speak of self-starting, if the chief executive officer who initiates both process and product innovation is really "doing his or her job"? "To take the initiative" is a highly abstract task requirement, because it does not really structure the activities by the manager. Initiative can be shown in dealing with subtasks and in doing subtasks that are not obvious to the job. Therefore, the chief executive may, indeed, show PI if he or she self-starts to change the strategy of his or her firm. Of course, this can only be viewed as PI, if the chief executive does not just follow the example of many other chief executives. In low-level jobs, PI is usually not prescribed as an external task. For example, PI on the assembly line is often unwelcome because an assembly line is based on standardization and PI always implies some degree of nonstandardization of actions. Furthermore, there is little worker autonomy and control and, therefore, little room for PI. Again, one resolution is to look at the subtasks. There is room for blue-collar workers on the assembly line to think of and suggest quality improvement measures (although they are not allowed to implement them immediately themselves).

Similarly, they may perform additional checks on the quality of prior work, and this may well have positive effects. For example, in one study, we observed that the task of drilling a hole in an automobile could damage cables located below the drilling surface. In such a case, the worker may think of the danger of drilling too far and tell others about it. This is part of PI. Taking initiative requires self-setting a goal. This goal can be based on a personally developed idea, but we also consider that someone is showing PI when they take charge of an idea or a project that is known but has not been put into action in this context before. Thus, PI often requires that somebody takes charge of an idea that has been around for a while. It can be shown with regard to big and small issues alike. For example, a secretary who buys mineral water for a guest speaker shows initiative, even if this is a small matter. Personal initiative is also shown by the blue-collar worker who presents a suggestion that helps a company reduce its production costs by half a million dollars.

Proactivity means to have a long-term focus and not to wait until one must respond to a demand. The long-term focus on work enables the individual to consider things to come (new demands, new or reoccurring problems, emerging opportunities) and to do something proactively about them. Thus, problems and opportunities are anticipated, and the person prepares to deal with them immediately.

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

When taking initiative, persistence is usually necessary to reach one's goal. Generally, PI implies that something is changed: A process, a procedure, or a task is added or modified. Changes usually do not work out perfectly from the very beginning; they often involve setbacks and failure.

People affected by the changes may not like having to adapt to something new and being forced to abandon their routines. This requires persistence from the person taking initiative in order to get past technical barriers and to overcome other people's resistance and inertia. Sometimes, persistence also has to be shown toward supervisors who do not like their subordinates going beyond the boundaries of their jobs.

The three aspects of PI—self-starting, proactive, and overcoming barriers—reinforce each other. A proactive stance leads to the development of self-started goals, because a proactive orientation toward the future makes it more likely to develop goals that go beyond what one is expected to do. Self-started goals lead to the need to overcome barriers because of the changes inherent in their implementation. Overcoming barriers also leads to self-starting goals, because unusual solutions often require a self-start. Finally, self-starting implies that one looks at potential future issues, and, therefore, there is a higher degree of proactivity. Thus, there is a tendency for these three aspects of PI to co-occur (Frese et al., 1997).

LEARNING ACTIVITY 3.B.1	Am I able to take initiative?
Learning Outcomes linked	Emotional Intelligence Serendipity Positive thought
Unit of the Learning Outcome linked	Initiative in the process of generating serendipities.
Summary of the Activity	Individual Reflection: Self-diagnosis. Personal Growth Initiative Scale (PGIS) Am I able to take initiative? The result of a test will provide guidance on where and to what degree certain actions should be taken to help develop this competence. Watching several shots of the film. "The Dead Poets Society", where the initiative in the classroom is generated by questioning the norms and constant challenge and provocation. Group reflection.
Duration of the Activity	Self-test: 20 minutes Watch scenes: The Dead Poets Society: 15 minutes Group reflection. 25 minutes Total: 60 minutes
Aims of the Activity	To discover that taking initiative lies within oneself, changing from "I can't" to "Why not?"
Guidance for a proper performance of the Activity	
Materials needed to perform the Activity	Paper, colour markers, flip chart, video
Methodology to Implement and Develop the Activity	<u>Procedure:</u> Self-test on taking initiative. Group reflection. What answers have you given? Watching several scenes from the film "Dead Poets Society" Group work. Personal Growth Initiative Scale (PGIS) By Christine Robitschek, Ph.D. Using the scale below, circle the number which best describes the extent to which you agree or disagree with each statement. 1 = Definitely disagree 2 = Mostly disagree 3 = Somewhat disagree 4 = Somewhat agree 5 = Mostly agree 6 = Definitely agree 1. I know how to change specific things that I want to change in my life. 1 2 3 4 5 6 2. I have a good sense of where I am headed in my life. 1 2 3 4 5 6 3. If I want to change something in my life, I initiate the transition process. 1 2 3 4 5 6

	<p>4. I can choose the role that I want to have in a group. 1 2 3 4 5 6</p> <p>5. I know what I need to do to get started toward reaching my goals. 1 2 3 4 5 6</p> <p>6. I have a specific action plan to help me reach my goals. 1 2 3 4 5 6</p> <p>7. I take charge of my life. 1 2 3 4 5 6</p> <p>8. I know what my unique contribution to the world might be. 1 2 3 4 5 6</p> <p>9. I have a plan for making my life more balanced. 1 2 3 4 5 6</p>
Guidance once the activity is over	<p><u>Guidelines:</u> Each participant might suggest, respectfully whatever he/she wants. Without forcing participation, voluntarily.</p>
Assessment of the Activity	<p>Team participation Self-reflection</p>
Improvement Proposals of the Activity	<p>Not collected</p>

LEARNING UNIT 4

Perseverance, a push towards endeavour and achievement

L.U.3	DIDACTIC UNIT 4.A.1	Patience versus perseverance
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Theoretical Context

"Welcome to the fight tonight, we are proud to present two rivals who have long been wanting to meet. At last, today we will see what they are capable of. And now , on my right, with middleweight, and full of stoicism with the golden combat belt "Waiting for prince charming", patience. And to my left, with middleweight, full of determination, strong-minded as always and a tough and unwavering look, with the golden combat belt "Looking for Prince Charming," perseverance. We could start a hypothetical battle between patience and perseverance. But why bring them face to face? In fact two concepts that are easily mistaken, which as a result confuses the person and make him act producing an adverse effect on the objectives. Maybe since patience has never been one of my virtues, I never liked it and in a act of self-deceit I have humiliated it and little by little destroyed it. But in my defence I will say that it is mostly because of the meaning of the word it, evokes aversion. But what is patience? It can be defined as 1.- Ability to endure with resignation misfortune, jobs, insults ...

2 .- Tranquillity to wait

3 .- Calmness to perform detailed or entertaining work.

4 .- Excessive slowness

All these definitions can be classed into a passive category or being standby. Patience is more waiting than doing, more idleness than action, and serendipity does not like that at all. It's like saying: I don't work because I play the lottery. If I don't win today, tomorrow I will. And waiting idly for the next day. We all remember Picasso working day and night and not waiting for the muse while sipping whiskey in his great Parisian studio. Thus he would always be ready and for sure he was presented with several serendipities this way.

Even though patience is certainly a great virtue, the only thing it does for serendipity is not despairing if our fortunate accidents come later rather than sooner. On the contrary, perseverance has more to do with effort. We can define perseverance as:

Firmness and steady persistence in resolutions, purposes or actions. So perseverance is more closely related to action than to reaction, to persevering rather than waiting. And for those reasons alone, it is more likely to win the combat we presented earlier.

Perseverance, together with other aspects such as having a goal, learning from failures, will always be rewarded with a serendipitous accident.

LEARNING ACTIVITY 4.A.1	Skills and features of perseverance.
Learning Outcomes linked	Emotional Intelligence Serendipity
Unit of the Learning Outcome linked	Initiative in the process of generating serendipities.
Summary of the Activity	In groups work out the question: what are the skills of a persevering person? The answers are presented The trainer collects and returns them
Duration of the Activity	Team work: 25 minutes Write down the characteristics on a flipchart. 10 minutes The trainer takes down anything relevant and encourages participation: 25 minutes Total: 60 minutes
Aims of the Activity	To be aware that any aspect, whether challenges, goals, actions, etc. that we undertake, must be accompanied by the means that we will use in achieving it, and to think what we need to obtain it. These tools are our skills, possibilities and knowledge; think how to apply. Perseverance requires common sense and awareness that maybe we do not succeed immediately, but it is important to try again, because perseverance provides stability, trust and is a sign that we are maturing and becoming aware of our responsibility.
<i>Guidance for a proper performance of the Activity</i>	
Materials needed to perform the Activity	Paper, colour markers, flip chart,
Methodology to Implement and Develop the Activity	<u>Procedure:</u> Group discussion. What characteristics does a persevering person have? Team work: Take them down on a flipchart and present to the rest of the groups The trainer uses two markers with different colours to underline some characteristics in a colour or another depending on their common denominator. After underlining the characteristics the participants are asked what the common denominator is. Attitude and aptitude come together to address perseverance.
Guidance once the activity is over	<u>Guidelines:</u> Each participant might suggest, respectfully whatever he/she wants. Without forcing participation, voluntarily.
Assessment of the Activity	Team participation Free thought Self-reflection
Improvement Proposals of the Activity	Not collected

LEARNING ACTIVITY 4.A.2	The grasshopper and the ant. How to develop perseverance
Learning Outcomes linked	Emotional Intelligence Serendipity
Unit of the Learning Outcome linked	Initiative in the process of generating serendipities.
Summary of the Activity	<p>Reading of the document "the Japanese bamboo" and individual reflection, group discussion and presentation.</p> <p>Reading of the document "the woman with the three hairs" and individual reflection, group discussion and presentation.</p> <p>Reading the document: Jack the young surfer. Watching "the girl and the violin"</p>
Duration of the Activity	<p>Individual work: Reading of the three stories: 20 minutes</p> <p>Group discussion: What can we learn from these two readings? Is it possible to develop perseverance? 20 minutes</p> <p>Presentation to the rest: 10 minutes</p> <p>Viewing the video: The girl and the violin.- 12 minutes</p> <p>Total: 60 minutes</p>
Aims of the Activity	<p>To become aware that there is no magic wand to work in this manner, but rather that it is an individual job that has to be done by the individual.</p> <p>Not to give up and to work with an optimistic approach.</p> <p>Self-reflection</p>
Guidance for a proper performance of the Activity	
Materials needed to perform the Activity	Paper, colour markers, flip chart,
Methodology to Implement and Develop the Activity	<p><u>Procedure:</u></p> <p>Reading of the document "the Japanese bamboo" and individual reflection, group discussion and presentation.</p> <p>Each person reads and writes down striking details.</p> <p>Reading of the document "the woman with the three hairs" and individual reflection. Each person reads and notes down striking details.</p> <p>Sharing in groups and subsequent presentation to other groups.</p> <p>Watching "the girl and the violin"</p> <p>Group discussion: What else would you add?</p> <p><u>The Japanese bamboo:</u></p> <p>You don't have to be a farmer to understand that a good harvest requires a good seed, good fertilizer and constant watering. It is also obvious that those who work the land do not wait impatiently in front of the sown seed, cheering it on, shouting with all their might: "Grow, come on grow!"</p> <p>There is a very curious fact about Japanese bamboo, which makes it unsuitable for the impatient: You sow the seed, you fertilise it and take care of watering it constantly. During the first few months nothing significant happens. As a matter of fact, nothing happens to the seed for the first seven years, to the point that an inexperienced farmer would be convinced that he bought infertile seeds.</p> <p>However, in the seventh year in a period of six weeks the bamboo plant grows over 30 meters! "Does it only take six weeks to grow? No, the truth is that it took seven years and six weeks to develop. During the first seven years of apparent inactivity, this bamboo was creating a complex root system that would allow it to sustain the growth after seven years.</p> <p>In everyday life, we often want quick solutions and immediate triumphs, without understanding that success is simply the result of internal growth and that that takes time. Similarly, it is necessary to understand that we are often in situations where we believe that nothing is happening.</p>

	<p>And that can be extremely frustrating. In those moments (that all of us have), remember the ripening cycle of the Japanese bamboo, and accept that while we don't give up or abandon because of not "seeing" any of the results we expected, something is happening inside us: we are growing, maturing. Those who do not give up, gradually and imperceptibly create habits and the spirit that will enable them to sustain success when it finally materialises. If you do not get what you desire, do not despair. Maybe you are just taking root. <u>THE WOMAN WITH THE 3 HAIRS</u></p> <p>A very wise woman woke up one morning, looked in the mirror and noticed she had only three hairs on her head. "Hmmm" she thought.... "I think I'll braid my hair today." So she did and had a wonderful day. The next day she woke up, looked in the mirror and noticed she had only two hairs on her head. She said: "I think I'll part my hair down the middle today." So she did and had a grand day. The next day she woke up, looked in the mirror and noticed that she had only one hair on her head. "Well," she said ... "Today I'm going to wear my hair in a ponytail" So she did, and had a fun, fun day. The next day when she woke up, she ran to the mirror and noticed that there wasn't a single hair on her head. "Great!" she exclaimed... "I don't have to fix my hair today!" YOUR ATTITUDE IS EVERYTHING. LIFE IS NOT ABOUT WAITING FOR THE STORM TO PASS BUT LEARNING TO DANCE IN THE RAIN <u>Jack the young surfer.</u> This is the story of Jack, a young surfer, who just 17 was one of the promises in the world of surfing. That same year, a giant wave shattered his dreams; a serious accident left him out of all competitions. While he was getting better, he spent whole days playing guitar and writing songs on the beach. But surfing was still on his mind, and he had to do something to pursue his passion. So one day he decided to travel to California to study film in order to make a film about the world of surfing. After some 5 years, together with some friends he made his first film which was critically acclaimed in the surf scene. Perseverance was eventually rewarded. Although the fact that he achieved his objectives was already a success to him, more surprise was yet to come. The soundtrack he had used was still to come. The soundtrack he used were precisely the songs he composed on the beach after the terrible accident. These songs with deep feelings about those times attracted the attention of famed musician Ben Harper, who signed Jack to his label: this was only the first record of a career that still continues today. We're talking about Jack Johnson</p> <p>The girl and the violin: www.youtube.com</p>
Guidance once the activity is over	Guidelines: Each participant might suggest, respectfully whatever he/she wants. Without forcing participation, voluntarily.
Assessment of the Activity	Team participation Free thought Self-reflection
Improvement Proposals of the Activity	Not collected

LEARNING UNIT 4

Perseverance, a push towards endeavour and achievement

L.U.4	DIDACTIC UNIT 4.B.	The importance of generating proactive behaviour. Managing time and self-motivation
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Theoretical Context

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

Perseverance is enhanced and better achieved when we act on behaviours that are a barrier in addressing effort. There are certain dynamics that help to generate attitude that boost proactive behaviour, which is the necessary base to achieve perseverance. Time management helps generate proactive behaviour. Time management forces us to differentiate between what can and can't plan. To this end the concept of importance and urgency affects serendipity. Experts tell us: the longer the way the better. That is to say, working with urgency is not something that will help generate serendipities. Nobody knows why coincidences happen and besides it is not something that worries us because we cannot control it. But on the other hand, coincidences happen when we get involved in something, which in one way or another forces us to plan. The more complex, more challenging and the more long term our objective, the more opportunities for serendipity there are.

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

LEARNING ACTIVITY 4.B.1	Paris-Dakar Time management
Learning Outcomes linked	Emotional Intelligence Serendipity Positive thinking
Unit of the Learning Outcome linked	Initiative in the process of generating serendipities.
Summary of the Activity	Paris-Dakar This exercise consists of two parts. To cover the two parts, first individually each participant reads a document to get an idea about Paris-Dakar. In the middle of the race, they get a puncture which must be fixed as soon as possible. To do this, all actions necessary to fix the puncture are available; besides a time limit must be assigned to the performance explaining the reasons. After the first part of the exercise is completed, in pairs the participants compare the explanations and time limits for each action. The results are presented
Duration of the Activity	Individual work: Reading and work: 20 minutes Discussion in pairs: 20 Presentation: 20 minutes Total: 60 minutes
Aims of the Activity	To become aware that implementing action provides results and that it is worth insisting, as finally things get sorted. To become aware of the importance of time management. To find out that each one of us has our own speed depending on the conduct that is deployed.
Guidance for a proper performance of the Activity	

Materials needed to perform the Activity	Paper, colour markers, flip chart,						
Methodology to Implement and Develop the Activity	<p><u>Procedure:</u> This exercise consists of two parts. Individual work: To cover the two parts, first individually each participant reads a document to get an idea about Paris-Dakar. In the middle of the race, they get a puncture which must be fixed as soon as possible. To do this, all actions necessary to fix the puncture are available; besides a time limit must be assigned to the performance explaining the reasons. Pair work: After the first part of the exercise is completed, in pairs the participants compare the explanations and time limits for each action.</p> <p>Answering questions</p> <p>The results are presented</p> <ol style="list-style-type: none"> 1. How long do you think it will take to change the wheel? 2. Decide who will help changing the wheel and why: <ol style="list-style-type: none"> a) Driver b) Co-driver c) Driver and co-driver 3. Put the tasks in order and allocate times to each one (e.g.: put on handbrake: 2 seconds). <table border="1" data-bbox="544 931 1455 1267"> <thead> <tr> <th data-bbox="544 931 1023 1005">TASKS</th> <th data-bbox="1023 931 1455 1005">TIME</th> </tr> </thead> <tbody> <tr> <td data-bbox="544 1005 1023 1104"> </td> <td data-bbox="1023 1005 1455 1104"> </td> </tr> <tr> <td data-bbox="544 1104 1023 1267">TOTAL TIME</td> <td data-bbox="1023 1104 1455 1267"> </td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Compare the time you had estimated necessary in point 1 and the result under para you think happened? • Describe why you decided to organise changing the wheel as you did, and how you know the obtained results. 	TASKS	TIME			TOTAL TIME	
TASKS	TIME						
TOTAL TIME							
Guidance once the activity is over	<u>Guidelines:</u> Each participant might suggest, respectfully whatever he/she wants. Without forcing participation, voluntarily.						
Assessment of the Activity	Team participation Free thought Self-reflection						
Improvement Proposals of the Activity	Not collected						
LEARNING ACTIVITY 4.B.2	The thermometer of self-motivation						
Learning Outcomes linked	Emotional Intelligence Serendipity Positive thinking						

Unit of the Learning Outcome linked	Initiative in the process of generating serendipities.
Summary of the Activity	<p>To carry out this unit, work in groups, use mind mapping in order to detect all aspects that play a role in motivation and self-motivation and discover how motivation is not something static, but continually undergoes changes.</p> <p>Aspects related to extrinsic and intrinsic factors of motivation are addressed.</p> <p>Individual work: Me? My thermometer Viewing scenes of film: Several shots of cinema films will be shown: The Dead Poets Society and The Legend of Bagger Vance.</p>
Duration of the Activity	<p>Team work: 40 minutes Presentation: 20 minutes Individual work: 15 minutes Watch scenes from The Legend of Bagger Vance: 10 minutes Total: 80 minutes</p>
Aims of the Activity	<p>Motivation drives us to instil perseverance and personal discipline in ourselves and others.</p> <p>To be aware of skills that combat demotivation and discouragement and not giving up</p>
<i>Guidance for a proper performance of the Activity</i>	
Materials needed to perform the Activity	Paper, colour markers, flip chart, video
Methodology to Implement and Develop the Activity	<p><u>Procedure:</u> Group work. 1st part: Mind Mapping technique. The aim is to discover all aspects related to motivation and self-motivation and to discover how motivation is not static, but continually undergoes changes.</p> <p>2nd part: Compilation of the most important aspects of the concept of motivation</p> <p>Individual work: What motivates me? What's my self-motivation?</p> <p>Viewing scenes of film: Several shots of cinema films will be shown: The Dead Poets Society and The Legend of Bagger Vance.</p>
Guidance once the activity is over	<p><u>Guidelines:</u> Each participant might suggest, respectfully whatever he/she wants. Without forcing participation, voluntarily.</p>
Assessment of the Activity	<p>Team participation Free thought Self-reflection</p>
Improvement Proposals of the Activity	Not collected