



Name and surname.....



*“Point to the moon.
If you fail,
you can hit a star”.*
(W. Clement Stone)

Facilitation or emotional assimilation.
Use emotions.

*What makes us different
is the determination to reach the top.
A summit that cannot be reached
by overcoming others
but surpassing oneself.
(Oriental philosophy)*

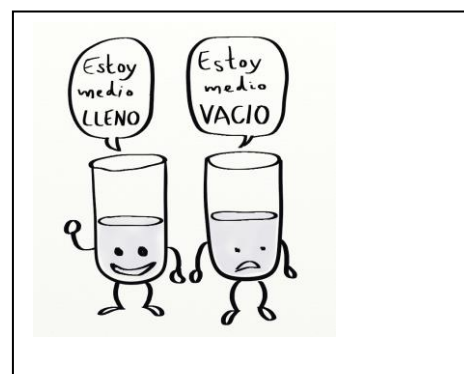
Index

INTRODUCCIÓN. EMOTIONAL FACILITACIÓN	3
1.Laws of learning in an adult person.....	5
2. Adults learning styles.....	6
ACCEPT YOUR EMOTIONS	 7
1. Knowledge of yourself.....	7
2. Self-esteem.....	11
3. Motivation.....	15
4. From the CV to the C.Vital.....	21
BIBLIOGRAFY.....	22

INTRODUCTION: FACILITATION OR EMOTIONAL ASSIMILATION

An optimist says: "the bottle is half full." The pessimist says: "this bottle is half empty." And the one that is left foolish says but what is inside the bottle? Jaume Perich

We can continue: You are responsible for filling it.



What is [emotional facilitation or assimilation](#)? **Emotional facilitation is the process by which we improve our style of response to a stimulus, increasing the chances of success against the demands of the same, thanks to the dominant emotional state at that time.**

When people have a sad or negative mood they tend to focus on the details and look for mistakes. Those whose mood is more positive are better at generating new ideas and novel solutions to problems.

How is this aptitude used? **The emotional states change the points of view of the problems and are the key to our happiness or unhappiness, that is, they can make us see "the bottle half full or half empty".**

David Salinas¹ presents several examples that clarify the use of emotions to produce results that do not allow or do not achieve our objectives.

Figure 2. Use of emotions

1-Driving test:

Negative case:

Nerves do not let you sleep the night before, you arrive at the exam with fear and circles of Guinness Record, and the first thing that crosses your mind is that as soon as you leave the parking lot you will run over someone (thinking that true, it's not that I can calm you down, precisely).



Positive case:

You take a tila (or two), do meditation, yoga, deep breaths, and try to visualize yourself doing a great exam, approving, and making yourself so happy that you end up giving a moo to your examiner or examiner. Result: you will arrive much more calm to the test and with more confidence in yourself (remember to take mint chewing gum, just in case ...).

2- Delayed work (and you cannot get the will to do it).

Figura 3. Use of emotions

Negative case: you put the focus of attention on the problem, how good you would feel if you were doing something else, how bitter your life is and therefore you get depressed, in the end you do nothing.



Positive case: you think about the positive consequences that will have to finish the work (pride, satisfaction, a good mark in your academic record, a praise from the boss ...). However, you still see very far those positive consequences and there is a danger of going down to minimum levels. In that case, you think about some nice activity.

¹ [David Salinas](http://psicologiapositivamalaga.blogspot.com.es/search/label/facilitaci%C3%B3n%20emocional): "La facilitación emocional" del blog Gabinete de Inteligencia Positiva. [4-III-2015]
<http://psicologiapositivamalaga.blogspot.com.es/search/label/facilitaci%C3%B3n%20emocional>

It does not always have to be positive emotions that lead us to success. It is demonstrated that average levels of anxiety are adequate to obtain a good performance. Imagine that in the case of the driving test, you were so relaxed that you practically felt yourself floating in a cloud, what would happen? Well, you would actually run over someone immediately after leaving the parking lot because ... you did not even have your eyes open! There are jobs in which you better "be smart," because you're too calm, you're fired. Or imagine that the players went out to the field without a minimum of tension (well, that's already happening, they are the ones that people shout at them: "you have to sweat the shirt more!" And then use bad words)

1. LAWS OF LEARNING IN AN ADULT PERSON

Adult students motivation and their attitude towards learning make it necessary to study the different laws of learning for adult students.

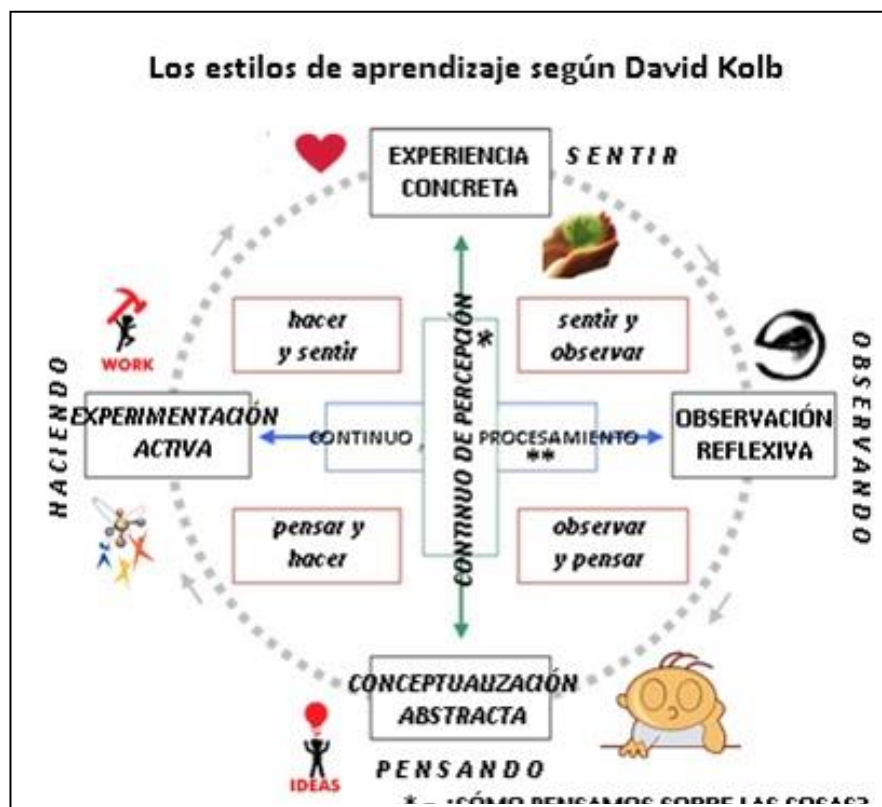
PREPARATON	It is necessary to have an adequate level of maturat ion, mental and biological.
FINALITY	Must know what is the intentionality of learning , in a double aspect applicability of what is learned and relevance .
ACTIVE EXERCISE	You have to practice everything you learn
AFFECTION	What has been learned has positive consequences for the person.
PERIODICITY	Learning must be a habit , because there must be a continuity to deepen a topic.
REPETITION	To achieve mastery of a behavior it is necessary to experience it several times.
UNDERSTANDING	It implies a good establishment of relationships .
ESTRUCTURE	Need for integration with the various subjects and contents
INTRINSIC SENSE	Importance of the value that people give to learning.

Tabla 1. Adults learning laws.

2. LEARNING STYLES

The way you deal with training is important to get results. The styles proposed by David Kold are: Figure 4. Table 2.

Actividad 1.



ACTIVE	He likes the challenge and being able to hit or miss, experimenting on his own. It needs diversity.
REFLEXIVE	He likes to be meticulous, never improvises, never acts hastily. He loves the details and the data.
THEORETICAL	He likes to ask questions, express ideas, complex concepts. He likes to know the global nature of the subject.
PRAGMATIC- CONCRETE EXPERIENCE	He wants to practice and experiment. He likes useful techniques to deal with problems. He likes real problems and that they are current. You want to give solutions for real life.

Table 2. Adult Learning Style (Kolb).

Activity 1. Achieve attainments that make you feel good.

Points to a value
base on the level
of learning styles

Points to a value base on the level of learning styles						5	Pragmatic							
						4								
						3								
						2								
						1								
That is, how do you like to receive training.	Active		5	4	3	2	1		1	2	3	4	5	Reflexive
						1								
						2								
						3								
						4								
	Theoretical					5								

That is, how do
you like to
receive training.

Theoretical

ACCEPT YOUR EMOTIONS

1. SELF-AWARENESS

First, we need to know ourselves. It is convenient that you have very clear ideas about it, so that you can communicate what interests you without hesitating and without forgetting anything about you. Getting to know each other, knowing how we are, has in this case three practical consequences

It is convenient that you have very clear ideas about it, so that you can communicate what interests you without hesitating and without forgetting anything about you. Getting to know each other, knowing how we are, has in this case three practical consequences.



- Value ourselves, we will estimate our personality characteristics so that we can be sure of ourselves
- We will enhance our qualities, adjusting our personality characteristics, our strengths to our training project or job placement.
- To develop ourselves personally, since detecting our weak points will allow us to carry out actions that will remedy these aspects "I would like to be ..." and for that "I am doing this to achieve it ..."

Activity 1. Know yourself.

Look closely at this list of physical, intellectual and emotional characteristics. Try to point out those that define you. Mark with an X or ad done that you think you have and do not appear in the table. Define you.

PHISICAL AND MOTOR	INTELECTUAL	EMOTIONAL
Tall	Fast thought	Happy
Short	Slow thought	Sad
Fat	Judicious	Frustrated
Slim	Ease of speech	Excitable
Athletic	Scholar	Scary
Flexible.	Manipulator	Self-confidence
Resistant	Reasonable	Concerned
Fast reflexes	Critic	Crazy
Skill with hands	Reflective	Unpredictable
Healthy	Contemplative	Confused
Good presence	Speculative	Distressed
Visual Acuity	Concentrate	Dipressed
Good ear	Creative	Undecided

Tabla 3. Know yourself

Activity 2. How do other people see me?

Give table 1 to your Friends, relatives and acquaintences. Ask them to fill the table. Do you find differences in the way they see you and he way you see yourself?

Activity 3. My great qualities.

Our positive and negative qualities are. Indicate the reason with a sentence. Tabla 4.



POINTS	WHY AND HOW DID IT HAPPENED?
STROG	
WEAK	

Table 4. Qualities

Activity 4. knowledge of people.

Think about friendship and try to establish hierarchically the characteristics that a friend must have and what you can offer a friend or he can expect from you. Table 5.

How is the ideal friend? What are the characteristics of friendship?	What can a friend expect from you?

Table 5. Knowledge of people.

Activity 5. Knowledge of yourself through other people.

Complete the following sentences with qualities and faults

- I wish "....." were
- I wish "....." were

- I wish "....." didn't stop being
- I wish "....." didn't stop being

Activity 6. What or who influences or attract you (People/Institutions/Mean of communication). table 6.

People who influence me	How do they influence?	How do I feel?
Institutions that influence me	How do they influence?	How do I feel?
Means of communication that influence me	How do they influence?	How do I feel?

Table 6. Knowledge of the source of influence.

Activity 7. Now I Know myself a little better.

What positive things do I have to work?	
What things do I have to improve?	

Activity 8. Academic training.

There are three types of knowledge:

1. Those acquired in regulated education (Ministry of Education) give us a title: e.g. Compulsory Teaching, Professional Training (Basic-middle-high levels).
2. Complementary knowledge: courses, specific seminars, complementary training, ...
3. Other courses.



Complete the chart with your Academic training. Table 7

DEGREE (QUALIFICATION, CERTIFICATE)	DATE And hours of the course	SUBJECT (TRAINING, SUBJECTS, HABILITIES, ...)	CENTRE OF STUDIES

Table 7.

Activity 9. My experience and skills.

Think about previous or current experiences and job training that interests you. Through experiences and situations we have acquired a series of skills that can be used in a job (to organize, plan, calculate) or acquire rights to adapt them to the laboral world. (Table 8)

The following table can be completed with four types of activities:

Muse Team Project

1. Previous work experiences (with or without a contract; paid or not paid; scholarships; collaborations ...
2. Participation in sports, neighbourhood, students or cultural associations.
3. Hobbies, activities carried out in your free time.
4. Everyday activities related to family or domestic responsibilities.

Position	Tasks	What do you do?

Table 8. laboral activities.

SELF-ESTEEM

Self-esteem is the evaluative perception of oneself. La autoestima es la percepción evaluativa de sí mismo. Abraham Maslow explains that the need for appreciation has two aspects:

- Your self-esteem.
- The respect and esteem received from other people.

Activity 10. The mirrow.

- a- Define yourself in a word as a father, as a partner, as a boyfriend or girlfriend, as a student or worker.

.....

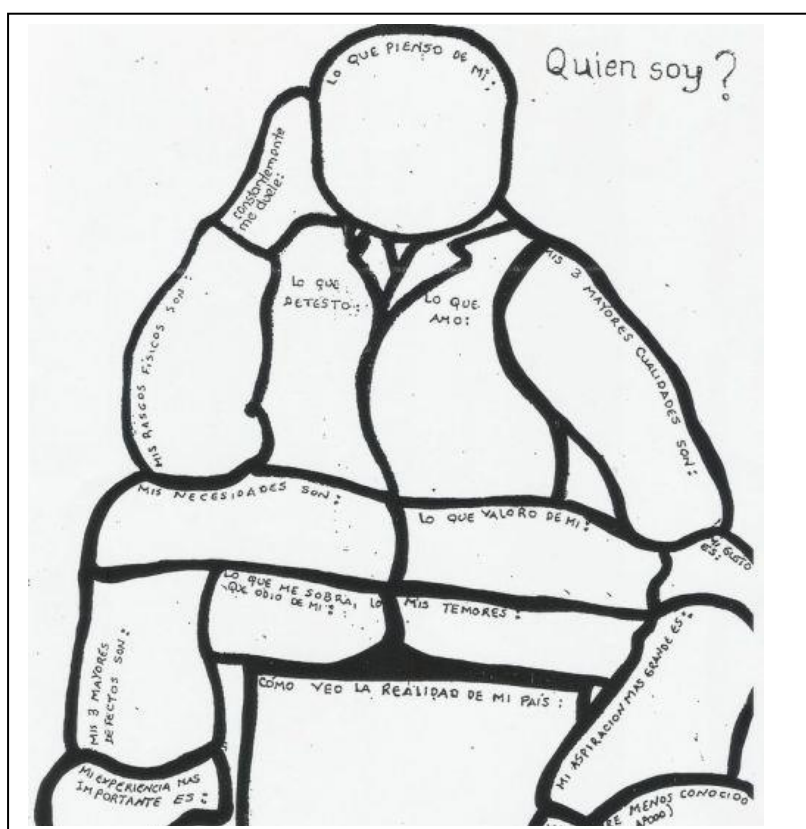
- b- Ask your parents, boyfriend or girlfriend, teacher, etc. to define you in a word

.....

Muse Team Project

"In the whole universe there is no other person like you. Everything you are is unique." (Virginia Satir. Selfteem)

Listen to this audiovideo on the internet: [La autoestima. Virginia Satir](#)



Johary's advantage

Joseph and Harry proposed a model to represent communication between two people. In the way we process information and how the perception we have of ourselves and the perception others have is different. Figure 13

There is a very appropriate Arabic proverb that says:

"If a man tells you that you look like a camel, do not listen to him; if Two people tell you you look like a camel. look at yourself in a mirror".

It means that if there are enough people who have a certain opinion about you, it is possible that you have given them plenty of reasons to say that way. If you do not want to listen to them, there you are; but that's what you project.

Charles Handy calls this concept "Johari's four-room house" and is shown in the form of 4 quadrants as shown in the following diagram:

- **Public Area:** It is the part of ourselves that others also see.
- **Blind Area:** It is the part that others perceive but we do not, that is, what others know about us and do not tell us.
- **Hidden Area:** What we know about ourselves but we do not want to share.
- **Unknown Area:** It is the most mysterious part of the subconscious that neither oneself nor others manage to perceive.

Activity 11. Do you want to know yourself better?

We will perform the exercises proposed by Pilar Torrijos presented in the [blog of the intermediate command](#)

If you are willing to know yourself better, efforts must be put in quadrant 2.

Muse Team Project

Do you want to know how? Ask for feedback to the people closest to you. Ask them to tell you honestly what they think of you.

It is also important to reduce quadrant 3 (hidden area). If you are hiding things from your family or friends, that could create future problems. The best thing is to be honest in your relationships.

For this, I propose an exercise created by the authors of the Johari window.

Follow these steps:

1. Choose from the list between 5-6 characteristics that you consider to be those that best represent you.
2. Give to choose a group of people the 5-6 characteristics that according to them are the ones that best define you.
3. From here, you can build your own Johari window yourself:

- Classify as Public those characteristics that you have identified and at least one other person has coincided with you.
- Classify as Blind the characteristics that others have pointed out but you do not.
- Group as Hidden the characteristics that you have listed but that others have not recognized in you.
- The rest of the traits put in the Unknown area. They are collected in this area by discarding, it does not necessarily mean that they are part of your subconscious.
- Write it inside the 4x4 grid.

If you dare to do this exercise, you will discover skills and strengths that you did not know you had.

CAPABLE	LOYAL	SKILFUL	RESTLESS	WISE
TOLERANT	WORTHY	INTROVERTED	SENSITIVE	EMOTIONAL
FLEXIBLE	EXTROVERTED	KIND	ANALITYCAL	SHY
BOLD	ENERGY???	ERUDIT	ASSERTIVE	CURIOUS

Muse Team Project

BRAVE	FRIENDLY	ORGANIZED	SELF-CONSCIOUS	READY
QUIET,CALM	GENEROUS	CARING	PATIENT	SPONTANEOUS
PROTECTIVE	HAPPY	MATURE	POWERFUL	NICE, FRIENDLY
CHEERFUL	ATTENTIVE	MODEST	PROUD	ACTIVE
INTELLIGENT	IDEALIST	NERVOUS	QUIET	SPIRITED
SURE	INDEPENDENT	LOGICAL	THOUGHTFUL	WISE
COMPLEX	INGENIOUS	OBSERVER	RELAXED	RELIABLE

However, if you want to go further and discover the negative traits that you have in your blind area, here is a list that can help you. Do not be intimidated

INDIFFERENT	MEAN	INSECURE	VIOLENT	SNOOP
JACTANCIOUS	IRRESPETUOUS	IRRATIONAL	WEAK	INGENUOUS
FEARLESS	BORING	IRRESPONSIBLE	VULGAR	ALOOF
SILENT	FOOL	DRAMATIC	IRONIC	STUBBORN
INSENSIBLE	STRANGE	PASSIVE	PREPOTENT	Charlatan
CHAOTIC	HOSTILE	SELFISH	BOSSY	HYPOCRITE
IMMATURE	IGNORANT	PREDICTABLE	IMPRUDENT	SURLY, SULLEN
COLD	IMPATIENT	CONCEITED. SMUG	ENVIDIOUS	STINGY
COWARD	INCOMPETENT	SHY	DISHONEST	OBSSESSIVE
CRUEL	INSENSIBLE	NO RELIABLE	SUSPICIOUS	PESSIMIST
NO SENSE OF HUMOR	CINIC	EMPTY	LAZY	SPITEFUL

To summarize:

The trust and companionship between people grows as it reveals information about oneself and what until now was part of the private and personal.

3. MOTIVATION

The value that each person gives to work influences the attitude that person has when looking for a job. This value, together with the meaning it gives to the work and the utility it gives, constitute the motivation that each person has when he is looking for a job. This value and the meaning that he gives to the work and the utility that he gives it, constitute the motivation that each person has.

Motivation is a process La motivación para P.T Young es un proceso que:

- Suscita o provoca una conducta.
- Mantiene una actividad que progresa.
- Canaliza la actividad en un curso dado.

Así los factores que activan, mantienen y orientan nuestra conducta son:

Figure 17. Maslow's necessities

NEEDS that activate behaviors.	Make my work better. Study harder.
IMPULSES that maintain them	I go to support classes. I'm going to the library to study
OBJECTIVES that guide them	I execute tasks more efficiently. I get better grades because I do the work and exercises

Maslow classifies adults needs following the structure of a pyramid. Needs that lie at the base of the pyramid are essential. As lower needs are met, the necessity to cover higher needs appears.

Activity 12. What is it that matters most to you in life? Table 8

Health, family, money, security, work, prestige, freedom, religion, success, risk, power, fame, fun love, others .

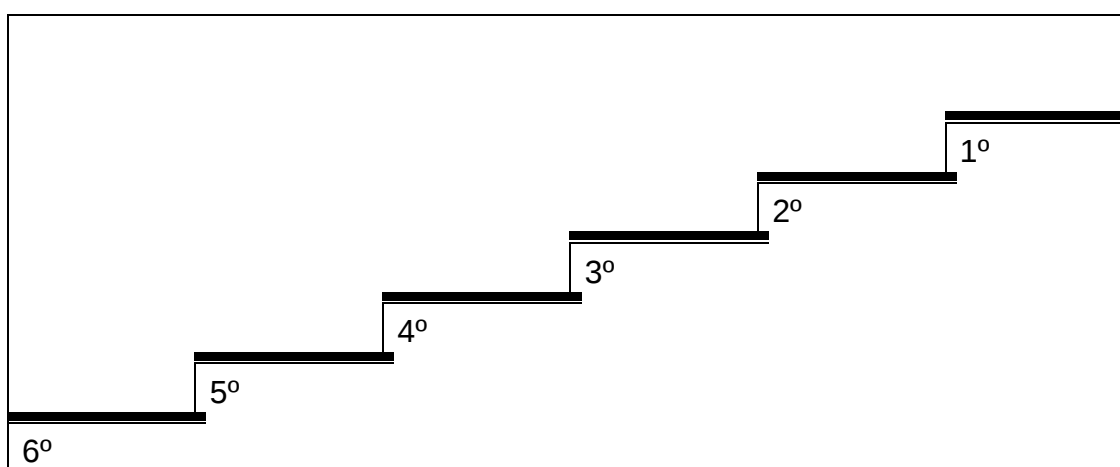


Tabla 8. My values

Activity 13. What is work for you? Table 9.

Choose four options from Table 9

I have to inform someone of what I do.		I have to do something for someone	
I have to meet a certain schedul		I feel responsable for what I do	
I have a certain space to work.		I have the obligation to do it.	
I receive a salary for doing it.		Someone gets benefits from my work	
I am part of a team		I do something with a purpose	

Table 9.

Write the sentences completing them

.....

.....

.....

.....

Actividad 14. What does "work" mean in your life?

When we look for work, we usually say "I want to work in whatever, I do not care about the conditions", but each one of us has personal conditions that limit the characteristics of the job we are looking for.

On the one hand, there are the personal interests that condition our satisfaction at work. For example, we can access a job even if we do not like it, because it covers some basic need, but if it does not cover our needs we will end up "burning" ourselves. On the other hand, there are some "objective conditions" that can influence our sense of security, family relationships ...

We have to analyze whether we can admit them or not, or whether or not they are suitable, even if temporarily.

a) Point out four reasons to work. Table 10.

I need money to finish the month	Put into practice what I know how to do	
Feel useful	Keep learning	
Meet new people	Introduce "order" in my life	
Leave monotony	That people value me more	
Be self-confident	I want to do new things	
Do not depend on anyone economic reasons	Have money to pay my whims	
Almost anyone I know works	Have new conversation topics	

Table 11. My motivations to work

Figure 18-Pursue a goal



- b) Value from 5 to 1 these affirmations about working. (1, totally agree-5-I totally disagree)

	1	2	3	4	5
It allow me to meet (different) people.					
It gives me security and stability.					
It allows me to survive and have resources. Be independent.					
It gives me prestige and status.					
It allows me to develop personally and professionally..					
It is a way to occupy time.					
It is a way of feeling useful. .					

Tabla 12. My regards for working.

- c) Point out the aspects for which you would be available to work (yes) (no)

CONTRACT	TURN	WORKING DAY	PLACE	SALARY (MINIMUM SALARY)
trade	mornings	For hours	Next home	655,20
Scholarship/practices	afternoons	Partial	My location	Commission
temporal	Mornings and afternoons	Complete	Next location	
No temporary	nights		Any province area	
No contract	In turns		Other provinces	
			Outside Spain	

Table 13. The indispensable to work

Muse Team Project

Activity 15. What is my professional objective?

The professional objective is the goal towards which we direct our efforts to insert ourselves in the labor market.

The professional objective has to be chosen taking into account the personal characteristics, professional interests and other elements to be taken into account: economic cost, the necessary time.

Therefore we must consider short, medium and long term objectives.

Goals	What am I doing to get it	I will have to incorporate, study, dedicate, modify ...
Short term (0-1 year)		
In the medium term (1- 2 years)		
Long term (+ 2 years)		

Table 14. The goals I pursue.

Activity 16. Complete the test.

Job orientation test

Muse Team Project

In what conditions would you work? Salary: Minimum salary () ; Less than minimum salary () Commission () Hours: From 8 to 3 from Monday to Friday () ; From 9 to 3 from Monday to Saturday () ; from 3 to 11 h afternoons () ; from 10 to 14+ 16-18 () ; in turns weekly () ; without departure times, by hours (). Labor Relationship: Contract of work and service () ; Contract by hours () ; Contract for a period / campaign () ; Commercial contract () ; learning / training contract () ; No contract (). Position: In your position () ; Different position () ; Lower category than yours (). Incentives: Training by the company () ; Premiums () ; Commissions () ; None (). Workplace: Less than 1 hour from home () ; 1 hour from home () ; More than 1 hour and 1/2 () ; Use of car () ; Public transport ().	Name: Sex: Man () Woman () Age 18-20 () 20 -30() 30 – 40() 40 – 50() 50 – 60() Certification: Vocational Training: Why do you study Look for a job() ; Complete your training () ; Others () Specify Why is working so important? What is your professional target?
---	---

Muse Team Project

What is your professional target? What I What would you like to do? (tick in the left column (Educaweb) y [Intereses profesionales](#) (Barcelona Activa))

PROFESSIONAL INTERESTS	TASKS	PERSONAL CAPABILITIES	JOB (EXAMPLES)
PERSONAL RELATIONSHIPS	Work with and for other people, interact with each other to improve both. People, their activities and experiences are the center of work. They provide means for communication and their relationship	Be social, know how to express yourself, put yourself in the place of the other, be rganized, know how to lead groups, empathy, emotional balance.	Telephone operator, receptionist, interviewer, psychologist, team leader, teacher, social worker ...
MECHANICS AND APPLIED TECHNOLOGY	Find solutions, know the machines and appliances inside and out and know how to repair them. Maintain and ensure the operation of devices and systems. Plan and project useful facilities and how they work.	Be curious, have skill and precision manual, ability to concentrate, anticipate problems and needs to act effectively.	Driver, craftsman, workshop boss, maintenance worker, installer, mechanic, couturier ...
ECONOMIC-FINANTIAL COMMERTIAL	Negotiate to obtain benefits, buy and sell. Calculate benefits and costs. Design sales strategies. Deal with clients To grope markets, to anticipate with imagination.	Imagination, ease of words and conviction, know how to calculate, plan, anticipate answers. Interest in image and communication. Intuition	Seller, commercial, stockbroker, accountant, economist, entrepreneur, representative, marketing technician ...
BUREOCRATIC ADMINISTRATIVES	Prepare report, write texts, classify and order data. Quickly and accurately check data, combinations of letters and numbers.	Be precise in the calculations, have a good memory, good oral and written expression. Be organized and precise, know how to carry with it the repetitive activities. Interest in new technologies at the service of these works.	Cashier, administrative, secretary, archivist /, manager ...
CREATIVE, AESTHETIC, DESIGN	Paint, draw, design, decorate, write, interpret. Occupations related to the world of art and artistic expression: capture ideas, create solutions, translate them into different aesthetic manifestations.	Creative ability, aesthetic taste, sensitivity, manual skill, patience, perseverance, spirit of overcoming. Knowing how to see things in their entirety.	Advertiser, window dresser, painter, designer, actor / actress, photographer, delinean-te, draftsman, singer ...
CIENTIFIC	Reason, discuss abstract issues. Description and analysis of problems; Look for solutions. Observe and define action strategies.	Ability to analyze, order and methodology. Creativity, perseverance, ability to apply theoretical knowledge. Research attitude.	Laboratory assistant, computer scientist, mathematician, biologist, teacher ...



4. CURRICULUM VITAE-VITAL CURRICULUM

The speaker, Gabriela Paoli Austerlitz, stresses the importance of having clear where our greatest STRENGTH resides and where our WEAKNESS nests "to be able to pass a personnel selection interview.

She has been preparing participants in the steps they must follow to convince the interviewer that they are the right person.

10. APASIONA-T

BIBLIOGRAPHY

- Lucas, Bill; Claxton, Guy (2014). *Nuevas Inteligencias. Nuevos Aprendizajes*. Ed. Narcea. Madrid
- Poletti, Rosette y Dobbs, Barbara (2012) *Cuaderno de Ejercicios para la Autoestima*. Terapias verdes. Barcelona. Nº 2.
- Saenz, M^a Gema (2007). *La Gestión Emocional*. Ed. Altradamun. Barcelona.
- Sánchez Almagro, M^a Luisa, Alonso García, Pedro y Águeda Martín, Gerardo (1995) *Técnicas de Búsqueda de Empleo*. Ed. Ediciones Pedagógicas. Madrid. 3^o edición
- Martínez Martínez, Miguel Ángel y Sánchez Almagro, M^a Luisa (2005) *Propuesta para la orientación en los centros de educación de personas adultas*. Publicado por la Dirección General de promoción Educativa. Consejería de Educación. Madrid.
- Sanchez Almagro, M^a Luisa (coord.) (2011). *Guía práctica del asesor y orientador profesional*. Ed. Síntesis. Madrid.
- Segura, Manuel y Arcas, Margarita (2010). *Educación de las emociones y los sentimientos*. Ed. Narcea. Madrid
- Segura, Manuel (2011). *Jóvenes y adultos con problemas de conducta*. Ed. Narcea. Madrid
- Valles Arándiga, A (2007). *Programa de Inteligencia Emocional para la Convivencia Escolar. PICEE.V*. Ed. EOS. Madrid

Adaptación y continuación del proyecto ESPABILA-T