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Deliverable 4.4: Supporting materials for HR: examples of exercises

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SUPPORTING THE CAREER DEVELOPMENT OF HIGHLY SENSITIVE PEOPLE

INTRODUCTION

Sensory Processing Sensitivity (SPS) is a trait that describes interpersonal differences in sensitivity to the environment, both positive and negative. Sensory processing sensitivity is an inherited trait of temperament. The trait is associated with the risk of psychopathology and the occurrence of stress-related problems when a person grows up, is raised and resides in inappropriate, negative conditions/environments. In addition, the trait is associated with particular benefits (including positive mood, greater awareness, responses to interventions) when the person grows up and is raised and resides in positive conditions/environment (Pluess, 2015). Individuals with high levels of the trait are referred to as highly sensitive.

In the population, differences are observed on a continuum from low to high sensitivity to the environment. Sensory Processing Sensitivity (SPS) began to be written about just over 20 years ago (Aron & Aron, 1997). This trait is not a new discovery, but over the years it has often been understood and interpreted within other theoretical approaches. Issues of sensory processing sensitivity were brought to the attention of and popularized by American psychologist Elaine N. Aron.

The way in which sensitivity is valued in a given culture (appreciates/dislikes) translates into sensitives' self-esteem, self-confidence, or planning for the future (Evers, Rasche, & Schabracq, 2008). A particularly important area of adult life is career development. Due to the perception of highly sensitive people but also many myths about sensitivity, the question of career choices and subsequent professional development proves to be a challenge. Traits associated with sensitivity can prove particularly beneficial in the labor market. Attention to nuance, deep processing, analysis, empathy, social competence. Many of the traits of highly sensitive people can also be troublesome to themselves and the quality of their work.



Difficulties can include intense awareness of the emotions and needs of others, the need for approval, difficulties in assertiveness, strong feelings of stress and difficult emotions, dealing with tension. The key in this context is to find “who you are”, your resources and potential, not who others would like to see you as. Indeed, there is no rule that says that certain jobs, tasks are beyond the capabilities of highly sensitive people. The point is to find a way of doing them in one's own way, according to one's resources, competence and intuition.

Given that the severity of sensitivity can be relevant not only to emotional but also cognitive and social functioning, the analysis of the correlates of the quality of work of highly sensitive people is a particularly important task. Research in this area was undertaken by a team of experts from the PRO-MOTION project [EACEA/34/2019: Social inclusion and common values: the contribution in the field of education and training, project number: 621491-EPP-1-2020-1-PL-EPPKA3-IPI-SOC-IN]. Thanks to the research conducted (quantitative and qualitative studies), recommendations have been developed for policy makers, career advisors, career counselors, HR departments and highly sensitive people themselves. To complement the measures taken, we offer you, developed by a psychologist, a set of materials that can be helpful in relief and prevention work especially for highly sensitive people (highly sensitive employees). Below you can find the materials that can be used for group counseling for highly sensitive employees. The set includes:

- 9 scenarios of group meetings
- 10 scenarios of individual meetings

The purpose of the proposed activities is to harmonize interpersonal relations, better communication and socialization in terms of developing their own strategies for resolving conflicts in the workplace. The specific objectives of the group meetings are:

- Getting to know yourself and others - sharing knowledge with others
- Create a supportive atmosphere
- Reducing emotional tension
- Fostering group creativity/group cohesion;



- Identifying negative patterns
- Establishing and protecting personal boundaries
- Developing assertive communication
- Expressing positive feelings towards a person
- Improve self-esteem and self-satisfaction
- Building trust. Fostering cooperation
- Stress management in dealing with "difficult" people
- Development of socialization techniques in the organization
- Increase resilience and flexibility to achieve personal success.

The scenarios prepared for implementation during individual meetings assume the realization of the participant's individual goals. Their purpose is to unleash creative potential, support the participant in dealing with difficult behavior, and deepen awareness. Together with the psychologist/counselor, the employee has the opportunity to identify aspects of functioning that cause stress and identify environmental factors in the workplace that do not meet the needs of the employee, to ensure effectiveness and fulfillment of his potential. Subsequent meetings take a closer look at stress management, promoting resilience to criticism and adverse social influences, among other things. Together with the counselor, the employee has the opportunity to identify his or her core values and how they are perceived. Another task of individual work is to identify the state of tension and plan ways to deal with it. The next session is designed to introduce the differences between assertive/non-assertive/aggressive types of communication. The last meeting is devoted to the process of adaptation to specific professional conditions.



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GROUP SCENARIOS

GROUP COUNSELING PROGRAM

FOR HIGH SENSITIVE PEOPLE

The thematic group can represent a favorable environment for facilitating self-knowledge, interaction and acceptance of one's own experiences. In the group, as trust is strengthened, the participants open up, express themselves, no longer feel alone, discover new solutions to problematic situations.

Therapeutic factors present in the group (I. Yalom):

- Inoculation of hope;
- Universality;
- Development of socialization techniques;
- Interpersonal learning;
- Catharsis;
- Group cohesion;

Purposes:

- Harmonization of interpersonal relationships, better communication and socialization in the sense of developing own strategies for resolving conflicts in relationships with colleagues and the hierarchical boss;
- Harmonization of interpersonal relationships, better communication and socialization in the sense of developing own conflict resolution strategies in the context of the workplace.

Session I



General purpose:

- Self-knowledge and mutual knowledge;
- Information collection;

1. Exercise Mutual knowledge

<i>The group</i>	5-10 participants
<i>Time</i>	15 minutes
<i>Goal</i>	To allow the names of the participants to be known and to create a pleasant atmosphere from the start
<i>Deployment</i>	<p>A participant says his name and favourite dish. The next says the name and favorite food of the first, then adds his name and favourite dish. It continues until all participants say their name and their favourite dish. To remember the names, the participants walk around the room and nominate the others (*favourite food), as they meet them.</p> <p>The participants sit in two straight lines; a person comes forward from each line; the two people define a scene (eg: in the tram), then discuss, alertly, only being allowed to ask questions and not use negations; whoever makes a mistake goes to the end of the line; the one who comes forward initiates the discussion, changing the subject, keeping the scene.</p>
<i>Assessment</i>	For example, it can start with the question: "Were you able to concentrate on the task, were you able to easily remember the name of the other person and their favorite food?" What difficulties did you encounter in the second exercise?"

2. Exercise: „Free drawing”

<i>Group size</i>	5-10 participants
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<i>Time</i>	35 minutes
<i>Materials</i>	paper sheets, watercolor, brushes
<i>Goal</i>	decreasing emotional tension
<i>Deployment</i>	The counselor proposes to the participants to draw what they want and how they want, against the background of relaxing music. After finishing the drawings, the clients create a <i>gallery</i> from them, each participant will verbalize the thoughts and emotions that appeared during the creation of the image.

Session II

General purpose- encouraging group creativity/group cohesion

1. Exercise MY DREAM LOGO

<i>Group size</i>	5-10 participants
<i>Time</i>	15 minutes
<i>Materials:</i>	Paper sheets Markere/crayons
<i>Goal</i>	-self-discovery and mutual sharing -unblocking negative patterns -establishing boundaries in complicated group systems



<i>Deployment</i>	<p>Participants are asked to find a logo that defines them and draw it. Each of them shares his symbol, what they convey through it.</p> <p>Participants draw/share their dream logo - what it would look like if all their wishes came true, then the comparison with the previous one, how they could make those wishes come true.</p> <p>Variant-participants draw logos for each other (groups that know each other before). Criticism or bias are advised against.</p> <p>Variant - team logo.</p>
<i>Assessment</i>	<p>All activities are fun ways to give free rein to self-expression and open group communication.</p>

2. Exercise *The empty chair*

<i>Group size</i>	5-10 participants
<i>Time</i>	Depending on how many people enter the role-playing game. From 45 minutes to 2 hours including analysis.
<i>Materials:</i>	2 chairs placed in front of each other
<i>Goal</i>	The participants will practice the ability to be empathetic and what are the experiences of such a process.
<i>Deployment</i>	<p>Stages:</p> <ul style="list-style-type: none"> • Two empty chairs are placed in front of each other. • A subject is placed on one of them and asked to talk to an imaginary character on the other chair about their own person, to speak about them, how they consider themselves to be. • Then he is asked to change the chair and talk about himself, but from the other person's point of view.



<i>Assessment</i>	<p>Ask the participants:</p> <ul style="list-style-type: none"> • Do your views match the other person's? • Was it difficult to put yourself in another person's shoes? • What was it like to practice empathy? • What does it mean to be flexible in such a situation? • Can adaptability help you understand how other people feel and think about the same issue? <p>Tips and tricks:</p> <ul style="list-style-type: none"> • Exercising the empathetic capacity is sometimes difficult, but it can also be extrapolated to other themes or topics discussed: why there are differences between you and colleagues/bosses/subordinates, what do your colleagues think when you make a decision without consulting them
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3.Exercise: Love without words

<i>Group size</i>	5-10 participants
<i>Time</i>	30 minutes
<i>Materials:</i>	a scarf to blindfold
<i>Goal</i>	To learn how to express positive feelings towards a person
<i>Deployment</i>	The activity proceeds quietly. One of the participants, blindfolded, places himself in the middle of the others standing around. Players will approach him, expressing positive feelings in a non-verbal form in the form they want (for 4-5 minutes). Then everyone can enter the center (all volunteers).

Assessment	This group experience is very unusual and important for each person. Assessment may be necessary so that everyone can tell how they felt, but a discussion does not always help and cannot explain or reveal feelings, emotions.
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Session III

- General objectives

- the development of assertive communication
- the development of self-esteem

1. Exercise Self-affirmation

<i>Group size</i>	5-10 participants
<i>Time</i>	20 minutes
<i>Materials:</i>	cards or index cards, pens
<i>Goal</i>	To encourage self-respect and self-acceptance.
<i>Deployment</i>	The whole group sits in a circle. The counselor asks everyone, without looking or talking to anyone, to write positive qualities in the middle of the paper sheet. There must be at least four. They can be expressed in words, drawings or sentences.
<i>Assessment</i>	The counselor participates and stimulates the group, saying that everyone has a lot more than four. Then, quietly, everyone walks around with the card on their chest so that everyone can read it. If there is time, pairs or groups of three can be formed to find details or explanations about what they have written.

2.Exercise *how do you react?*

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<i>Group size</i>	5-10 participants
<i>Time</i>	20 minutes+ analysis
<i>Materials:</i>	hand out with the 3 questions
<i>Goal</i>	Participants will practice the ability to be supportive, at the expense of criticism
<i>Deployment</i>	<p>What would you answer if you were in the place of the people receiving the reproaches below and you wanted to use the empathy technique?</p> <p>"You look like you're gracefully mocking everything I propose."</p> <p>"I will never be able to be loved and live a normal life, like the others."</p> <p>"The child looks like the ones in the husband's family: they didn't like to learn either."</p>
<i>Processing</i>	<p>Ask the participants:</p> <ul style="list-style-type: none"> • How did you feel being empathetic? • Where did difficulties arise? <p>Tips and tricks:</p> <p>What characterizes almost all communication problems is the fact that the people in question feel neither heard nor understood. Not being listened to means not being respected (at least that's how we feel). Empathy consists in respectfully listening to what one has to say and what one doesn't say (what one hides from you, what one doesn't dare or doesn't want to tell you) by recording the non-verbal messages one sends you and which are sometimes in contradiction with one's words (facial expression, voice intonation).</p>
<i>Assessment</i>	It is often said about empathy that it consists in putting yourself in the other person's shoes



	<p>The 3 basic functions of empathy:</p> <p>a) To listen carefully to the other person;</p> <p>b) To repeat to him what we understand;</p> <p>c) To possibly ask him for clarifications, additional information or a confirmation.</p> <p>Empathy is never used alone or mechanically. Like the disarmament technique, it is only a preamble to your answer, which must include the expression of your own point of view and your feelings. It is preferable to rephrase what the interlocutor said in your own language, but try to stay as faithful as possible to what the person in front of you said.</p>
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Session IV- general purpose

- **Inoculation of hope and confidence;**

- **Universality;**

1.Exercise : The wall

Group size	5-10 participants
Time	30 minutes
Materials:	fabric ribbons
Goal	To stimulate self-confidence. To develop confidence in senses other than sight, in particular, in the space-time dimension.
	The participants place themselves about 2 meters from the obstacle, forming a row, at a small distance from each other (to cover the entire space of the wall, as much as possible). The volunteer is taken to a certain distance from the group



Deployment	(with eyes closed), and must run with the highest possible speed (without exaggeration) towards the obstacle. The group will have to catch him, without moving forward, so that the person does not hit the wall.
Assessment	It is important that before starting the activity, the participants train in "catching people", which must be done carefully, safely, without causing any harm. Play only in groups where trust has already been developed.

2.Exercise: The control tower

Group size	5-10 participants
Time	15 minutes
Materials:	fabric ribbons
Goal	To develop confidence. To favour collaboration.
Deployment	Form pairs and nominate who is the "plane" and who is the "control tower". A runway is made with two rows of seats and obstacles on the landing route. The "plane" is blindfolded and the "control tower" must direct it verbally, avoiding obstacles for a favourable landing. After that, the roles change, and it is also possible to change the situation on the obstacle course.
Assessment	How did the participants feel? Notes: The "control towers" must keep the "planes" in flight until they can enter the runway.

Session V

General objectives – stress management in interaction with difficult people

- Development of socialization techniques in the organization

1. Exercise *COMBINATIONS*

Group size	5-10 participants
Time	15 minutes
Materials:	Bowl with tickets showing common words such as lion, knife, phone, peacock, etc. (one word on each ticket, tickets equal to the number of participants)
Goal	Participants will familiarize themselves with the rules of coherently expressing messages in a fun way
Deployment	<p>Stages:</p> <ol style="list-style-type: none"> 1. Each participant draws a ticket without reading what is written on it until all participants have drawn a ticket. 2. The participants read the tickets without sharing the word with the rest of the group 3. Their task is to introduce themselves to the group by finding positive similarities between themselves and the noun on the ticket. Ex: If someone's name is George, and knife is written on the ticket, they will say "I'm George. I am like a knife because I am sharp and cut through mountains of information to discover the essence".
Assessment	<p>Ask the participants:</p> <ul style="list-style-type: none"> - How was it to find the wording? - Do you think it was appropriate? <p>Score the four rules for coherently expressing the message</p>

2. Exercise *The Invisible Shield*

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Group size	5-10 participants
Time	15 minutes
Materials:	A large piece of Plexiglass Adhesive cards
Goal	Participants will learn to protect themselves in personal interactions, by not allowing someone to push vulnerable buttons.
Deployment	<p>Stages:</p> <ol style="list-style-type: none"> 1. Each participant writes a message on a card that can help him keep his mind clear when confronting an aggressor, without him being able to read what is written. Examples: "I don't have to answer", "I'm proud of who I am", he doesn't have the power to make me feel..., "if he makes a thoughtless gesture, I won't accept to be the one to blame" . 2. The piece of plexiglass acts as an invisible shield between the participants and the aggressor. 3. The participants will stick the cards on the transparent panel. 4. One of them assumes the role of aggressor. 5. Their task is to initiate a role-playing game using the notes on the invisible shield.
Assessment	<p>Participants are asked:</p> <ul style="list-style-type: none"> - How was it to find the wording? - Do you think it was appropriate? <p>Score the four rules for coherently expressing the message. It's up to us to block the messages and soften the blow of the aggressor.</p>

Session VI

General objective: Participants will practice what it's like to outsource things that until then they kept for themselves.



1.Exercise: The fears from my luggage!

Group size	5-10 participants
Time	15 minutes
Materials:	cards with the attached drawing
Goal	Participants will familiarize themselves with the rules of coherently expressing messages in a fun way
Deployment	<p>Stages:</p> <ul style="list-style-type: none"> • Each participant receives a card with a suitcase • He is asked to write down on this card things that he considers fears, worries and that stand in the way of good relationships that he could have • Cards are anonymous • All cards are collected and mixed • Everyone draws a card and tries to find ways by which these fears could be overcome
Assessment	<p>Participants are asked:</p> <ul style="list-style-type: none"> • How would you feel to get rid of the "weights in your luggage"? • Have you found some solutions to your fears?

2.Exercise THE PORTRAIT

Group size	5-10 participants
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Time	20 minutes + analysis
Materials:	no materials required
Goal	Participants will become aware of how others relate to them.
Deployment	<p>Stages:</p> <p>Deployment Stages:</p> <ul style="list-style-type: none"> • A participant is chosen and asked to leave the room. Afterwards, the remaining ones choose another participant, about whom the one who is outside can ask any question provided that the answers are only "YES" and "NO". • The task is to identify the surprise character with the help of as few questions as possible (questions that strictly refer to physical aspects must be avoided: hair color, weight, etc.).
Assessment	<p>Participants are asked:</p> <ul style="list-style-type: none"> • How do you consider the perception of others? • Were there any answers that puzzled or made you think?

Session VII: general objective

-Increasing self-resilience and flexibility, for personal success.

1.Exercise THE PATH OF TRUST

Group size	5-10 participants
Time	30 min + analysis
Materials:	no materials required



Goal	The participants will practice the ability to test the feeling of trust
Deployment	<p>Stages:</p> <ul style="list-style-type: none"> • Groups of 4-5 participants are formed. • From each group, one person is blindfolded and led around the room holding on to another person's arm. • After a few minutes, the person with closed eyes is guided only by voice to where they need to go.
Assessment	<p>Ask the participants:</p> <ul style="list-style-type: none"> • How did you feel when you walked with your eyes closed? • Have you ever opened your eyes while walking? Why yes or why not? • Why is trust important when we are in difficult situations? <p>Tips and tricks:</p> <p>How to control our fears?</p> <p>1. Accept your fear</p> <p>Do not be ashamed that you feel fear, after all fear within normal limits is an alarm signal to the existence of danger, do not try to suppress it completely, but rather try to modulate it, reduce its intensity until it is compatible with a normal and autonomous life.</p> <p>2. Develop the means to control fear</p> <p>The feeling of fear is often associated with a feeling of lack of control over the situation. Therefore, to increase the control we exercise over what produces our fear, an excellent means is to inform yourself.</p> <p>Another way to control your fear is to learn a relaxation technique to use when you feel afraid.</p> <p>And of course we must not forget the fact that you can adopt an active attitude towards fear, this being one of the most effective remedies.</p>



	<p>3. Face your fear</p> <p>The way to face must take into account four rules:</p> <ul style="list-style-type: none"> • Confrontation must be under your control. Confrontation is indicated only if you want it or if you need to overcome your fear • Face your fears progressively, starting with the less important aspects. If you are afraid of animals, first you will only look at photos, then movies, then you will visit breeders, etc. • Confrontation must be sustained: you must accept the distressing situation long enough for your fear to become reduced by half. • Regularly face the situations that cause you fear. <p>4. Look fear in the face</p> <p>Many works have shown that we tend to turn our backs on all those disturbing thoughts. It is best to reflect carefully and ask yourself if you have really reached the end of the scares, if you have played out the whole catastrophic scenario. Ask yourself what the real risks are.</p>
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2. Exercise Stress resistant ball

Group size	5-10 participants
Time	20 minutes + analysis
Materials:	Antistress ball
Goal	Participants will become aware of how stressful situations can be managed.
Deployment	<p>Stages:</p> <ul style="list-style-type: none"> • premise - how is a stress ball similar to a stress-resistant personality? <p>Answers usually include - it springs back to its original state, it goes further if</p>



	you hit it, it is not rigid, it has a delicate interior, when pressed, it springs back into shape.
Assessment	The antistress ball is a very good visual reference for the lessons it can teach us. We can choose to move on with whatever happens, and bounce back from the harsh realities of life, as long as we remain flexible and resilient.

Session VIII.

General objective - awareness of differences

- anchoring in the present moment

1. Exercise DIVERGENT OPINIONS

Group size	5-10 participants
Time	45 minutes
Materials:	Flipchart sheets
Goal	Participants will practice the appropriate expression of emotions in interpersonal as well as professional relationships and will develop coping strategies.
Deployment	<p>Stage 1</p> <ol style="list-style-type: none"> 1. The participants are divided into two teams. See tips & tricks on how to divide them. 2. Each team will have to work on an element they identify themselves with as a result of the criteria for dividing the teams. Time 10 minutes 3. Each team makes observations on the work done by the other team, using the aquarium technique. One at a time, two concentric circles will be formed around the flipchart sheets. For example, while team 1 gathers around the flipchart sheet



	<p>made by team 2, to make their own observations, team 2 forms a circle outside them, to observe in turn the changes made by team 1. Meanwhile, team 2 observes, cannot intervene under any reason and in any form on the changes made. Team 1 can make any kind of changes.</p> <p>Stage 2</p> <p>Both teams write reconciliation letters to the other team using the express yourself appropriately checklist.</p> <p>The teams read the letters.</p>
Assessment	<p>Ask the participants:</p> <ul style="list-style-type: none"> - How did you feel when the other team modified your work - What did you want to express, but you couldn't. How did it make you feel? - What do you think the consequence of the intervention would have been at that moment? - Can you give examples from real life? <p>Tips & Tricks</p> <p>Dividing into teams for this activity requires the choice of a method that determines personal identification with belonging to a team. Thus, if the number of women is approximately equal to that of men, the criterion can be the division into women and men and the task is for the women's team to write the advantages and disadvantages of being a woman and the advantages and disadvantages of being a man for the men's team. Another way can be to divide according to the criteria for or against a statement like "Crying is a form of manipulation". You can also identify other statements that have been found to be controversial at the group level.</p>

2. Exercise *Are you a doer or a being?*

Group size	5-10 participants
Time	30 minutes.



Materials:	no materials required
Goal	Participants become more alert and aware, anchoring in the present.
Deployment	Participants focus on breathing for 5-10 minutes. As they focus with their eyes open they are invited to focus more on their senses than on their thoughts. If they find themselves having a comment on what they are experiencing, they should try not to make judgments, but to regain focus on the present moment and its sensations.
Assessment	Participants are asked: • what I see? If they think about... and interpret what they see, it means they are out of the meditative state. • They will be encouraged to perceive without judgment, interpretation or evaluation. How have you helped the others see exactly what you see? • What surprised you? • How did you manage to see the same thing as others in the "framed objects"?

Session IX: General objective:

-understanding in non-verbal communication

- Interpersonal learning;

1.Exercise: SMILES

Group size	5-10 participants
Time	30 minutes + analysis
Materials:	no materials required



Goal	Participants will practice the development of creativity and expression
Deployment	<p>There are 2 teams that receive several types of smiles:</p> <p>Team 1:</p> <p>Willful, manufactured, tortured smile: it is an expression made with a specific purpose; the intention of simulation is very clear and obvious</p> <p>The sweet smile: it sometimes seems unnatural, exaggerated and expresses more than in reality</p> <p>To smile under the mustache: the tension displayed can mean increased attention or self-control</p> <p>Stupid laughter: it is a grimace of a smile, it is similar to the reaction to sourness, it expresses the fact that "our mind is cooking something"</p> <p>Team 2:</p> <p>The derogatory smile: the smile of black humor, irony, the know-it-all, or those who enjoy the trouble of others</p> <p>The relaxed smile: joy experienced naively</p> <p>Crooked smile: one corner of the mouth up and one down, expresses inner conflict</p> <p>The smile of fear: the corners of the mouth are in the direction of the ears</p> <p>Each team draws smiles, the other guesses them, and then each team creates a story to include all of their smiles.</p>
Assessment	<p>Ask the participants:</p> <ul style="list-style-type: none"> • How did you feel when you played a certain smile? • What changes in tonality did you notice? • How could you recognize the smiles around you? • How could you use them?

2.Exercise CAN YOU SEE WHAT I SEE? CAN I SEE WHAT YOU SEE?



Group size	5-10 participants
Time	15-20 min
Materials:	<ul style="list-style-type: none"> • A room that allows participants maximum relative mobility • A sheet of A4 paper and a pencil or pen for each person • Adhesive tape (approximately one for every six people)
Goal	practicing the ability to identify that valuable thing to sell to others
Deployment	<p>Stages:</p> <ul style="list-style-type: none"> • Each participant receives a sheet of paper and a pen or pencil • Participants should write their names on the paper, then make a hole in it so that it looks like a "picture in a frame" (it doesn't matter the size, as long as you can see through this hole). • Everyone must find a point of attraction, an image, an object on which to stick the sheet of paper to serve as a "frame". • Participants are invited to use their imagination - nothing is forbidden. • After this, the participants invite each other to look at their "paintings" and describe what they see.
Assessment	<p>Ask the participants:</p> <ul style="list-style-type: none"> • How did you feel having the opportunity to choose an object that seemed interesting to you, without being restricted from anything? • How have you helped others see exactly what you see? • What surprised you? • How did you manage to see the same thing as others in the "framed objects"



**PERSONAL DEVELOPMENT PROGRAM
(FOR A HIGH SENSITIVE PERSON)**

SESSION NO. 1

NAME AND SURNAME:

PHONE **E-MAIL**

STARTING DATE:

OCCUPATION:

AGE

I	PHENOMENOLOGICAL ANAMNESIS	
	SYMPTOMS - BODY MANIFESTATIONS	
	COGNITIVE MANIFESTATIONS <i>Negative beliefs about oneself</i> <i>Negative beliefs about others</i> <i>Negative beliefs about life</i>	
	EMOTIONAL MANIFESTATIONS	
	BEHAVIOURAL PATTERNS	
	STRENGTHENING EXPERIENCES	
	THE CLIENT'S METAPHOR ABOUT HIMSELF/HIS PROBLEM	



	<p>EXPECTATIONS FOR PERSONAL DEVELOPMENT</p> <p>The objective pursued by the client</p>	
	<p>CONTRACT FOR PERSONAL DEVELOPMENT PROGRAM (presentation of rights and obligations, setting the frequency, costs per session, duration of the session, etc.)</p>	

SESSION NO. 2

The following 5 steps will be used at the beginning of each session:

1	Evaluation of the client - clothing, gestures, tone of voice	
2	The client's feedback regarding his cognitive (thoughts), emotional, body (physical sensations), behavioural (old or new behaviours used) state	
3.	Key points - insights, trauma, lapse, defense mechanisms, working hypotheses/ emotional losses (bereavement)/difficult relationships	
4	Technique used – working method	
5	Use of engagement	

Getting out of the one-dimensional thinking, for effective thinking and unlocking the creative potential - the technique of the insight game with numbers / or flipped boards. (*103 group activities - Judith A. Belmont*)

The premise - the human brain has a potential that can be reached if we look at things with flexibility -with the help of a whiteboard, the client is asked to illustrate the concept of *three degrees below zero*, for example



0

Doctor

Graduate

Master student

The client is asked if they recognize the Roman numerals and **IX** is written on the board, which the client will recognize as the number nine, then the client is asked to draw a line that changes the number between 1-10. Most will think of a straight line, but a curved line can be drawn, in which case we will get a **SIX** (six as in English), for example.

With a white sheet of paper in hand, we ask *what color is this?* three times. The invariable answer is **WHITE**. *The first thing that comes to your mind...what do cows drink?* the answer ...*milk* (always), then *water*-we recognize here how we get caught up in traditional ways of thinking.

*What is spilt if you cut your finger? Your foot? Your hand?...*the answer is *blood*. *What colour are the traffic lights when the cars pass? Answer ...red.*

The core of transformation - the importance of flexibility in thinking, getting out of the narrow perspective, re-evaluating our judgments.

SESSION NO. 3

RELATIONAL ANAMNESIS

Coping with challenging behavior. The four objectives of difficult behaviours (*103 group activities- Judith A. Belmont*)

Our sensitive buttons are often exposed to so-called aggressors. The client discusses vulnerabilities based on a sheet. (*I get angry when X comments on my Y performance. Changed reaction.....*).

The premise of the four objectives of difficult behaviors – organization – the client will convince me to pick up a few pens from the floor, no matter how aggressive the attitude is, without criticizing it. Role play:

Pick them up now!



Not! I do not want!

Come on, pick them up! There are only three!

But I don't have to pick them up myself!

When you pick them up, we play with...

Convince me!(stop game-the goal is to get power)

The second objective

Pick them up now!

Why? You didn't help me last week when I asked you!

Come on, please!

Then why didn't you help me?

When you pick them up, we play.

Next time be more careful! (game stop-the goal is revenge)

The third objective

Pick them up now!

Look how cute they are!

Come on, please, pick them up!

Which color do you like more?

When you pick them up, we play.

Aren't they cute? (stop game-the game is getting attention)

Fourth objective

Pick them up now!

It's so hard!

Come pick them up! there are only a few!

I'm tired!

After you pick them up, we play!



But you better pick them up, because you are stronger! (game stop-the goal is to show helplessness/take control!)

The core of transformation - emphasize that the goals of inappropriate behavior are not conscious. These role plays explain why professional/school performance sometimes falls short, why couples fight for reasons they don't remember the next day, why some people don't try and others over-try to change the others. The client can detect the motivation behind the difficult behaviour when it occurs.

Self discovery - homework

1. Describe yourself in 10 adjectives (5 physical, 5 mental)

Arrange the adjectives in order of their importance to you (from the least important to the most important)

Who was your favourite character (book/movie/ hero/star) in your childhood (describe his qualities and flaws)

Who was your favourite character (book/movie/ hero/star) when you were a teenager (describe his qualities and flaws)

Who is your current favourite character (describe his qualities and flaws):



If you were a plant, then you would be _____ and your partner would be _____.

If you were an animal then you would be _____ and your partner would be _____.

2.

Name 10 successes in your life:

Describe 10 failures (traumas) in your life:

What is your most beautiful memory:

What is your most humiliating memory:

Write an advertisement about yourself:

3. Imagine that a miracle has occurred and you are a new, changed person. When you wake up, what exactly will you do differently?

Make a list of 10 new actions/behaviours that you will do:



Make a list of 10 actions/behaviours that you no longer want to do

SESSION NO. 4

Adapting to Change (103 Group Activities-Judith A. Belmont)

1. Changing seats - the client will take all his personal belongings and sit in the counselor's place, who will take the client's place. The discussion will turn to the new perspective, in which he sat in someone else's place. It is an effective method for clients resistant to change.
2. The client becomes a counselor for a real-life situation involving assertiveness or another benign topic and provides skills and suggestions to the *counselor-turned-client*.

The core of the transformation - brainstorming about the role reversal.

Homework - the client will change the wrist on which the watch will be worn until the next session.

SESSION NO. 5

Techniques:

- Application of a workplace satisfaction questionnaire, to identify the elements that cause stress;
- Identifying environmental factors at the workplace that do not correspond to his needs as an employee, in order to be effective and to meet his potential.

-Professional success without stress (103 group activities-Judith A. Belmont)

1. The client will complete the sentence *stress is...* with at least five words, which he will mark with + or -, depending on how he considers it.



2. Brainstorming about elements of positive or negative stress.

Positive stress = eustress, allows reaction to danger, increased energy for reaction to danger, increased concentration, opportunity

Negative stress=exhausts, controls the person, gives somatic and emotional symptoms-headaches, dizziness, anxiety, depression, mood changes.

- Exemplification of the state of stress with a stretched rubber band - such as stretched nerves, free - atony, lack of involvement, half stretched - balance.

-the strings of a musical instrument that can be stretched too far and break or become loose, without sound. Harmony is achieved when the strings are optimally tuned.

SESSION NO. 6

Stress Management Exercises:

- Venting emotions;

- Breathing reset technique:

1. Close your eyes, then breathe in through your nose to the count of 4. Focus your attention on the air entering your lungs.

2. Then hold your breath until you count to 4 again.

3. Exhale gently, counting to 4. Exhalation can also be done through the mouth, but inhalation only through the nose.

4. Repeat this step for 4 minutes.

At the end of the exercise, calmness will already set in and the symptoms of anxiety will disappear.

- Anchoring a positive emotion.

Anti-stress emergency kit/don't leave home without it-on the table, in plain sight, the client tries to guess what each item is for (103 group activities-Judith A. Belmont)

-Heart candies *for affection*

- rubber band *(to adjust the tension)*



- coloured marker (*to colour the world*)
- brush (*attitude is the brush of the mind*)
- paper clip (*to hold your thread*)
- ball (*let's play*)
- smiley face sticker
- funny cartoons
- booklet to write down what we want to remember, like *not to take things too personally*.

SESSION NO. 7

This session is about getting the client to look to the inner bosses, to forgive criticism and to let go of toxic influences. Internalized critical messages and internal supporters can be controlled by the self.

Directed imagery technique - courtroom scene (103 Group Activities - Judith A. Belmont)

The client will be invited to imagine that they are in front of a jury and a judge. Who do these characters resemble in their lives? What would the charges be? What would he say to them? Who is the toughest critic? Who supports them? What would the judge say? What would be the verdict of the jury?

Directed imagery-forgiving critics

After identifying the critics, the client imagines forgiving these toxic characters, forgiving them for being unhealthy and for not knowing how to be healthier. The client may be encouraged to let go of resentment, and compassion and forgiveness to take their place. In the confrontation with the most toxic influential people in the courtroom imagine that he grants them forgiveness on the grounds of lack of judgement.

SESSION NO. 8

Technique: we are all worthy of the front page (103 group activities-Judith A. Belmont)



It is used to define a person's core values and self-perception. It encourages the client to think they are important enough to be on the front page and get their story out there.

Markers and coloured pencils are provided for a more colourful experience.

The client is helped to create the front page of the newspaper with headlines about himself, what information might be interesting to make public, he asks to fill in with his own story, personal mission, important people in life, life projects, etc.

Technique: *here and now.*

1. *What I see*

2. *What I imagine*

3. *What I feel*

The client focuses on describing a real, visible fact, then on what he imagines about this fact, then on what he feels about it (emotion, what he would do). The counselor will make the necessary corrections, so that the three phases are not mixed with each other.

SESSION NO. 9

Technique: progressive relaxation

The relaxation technique helps people to learn to relax, to differentiate between tension and relaxation by tensing the legs, buttocks, face, neck etc.

Relaxing background music can be used.

Post-session discussion for the client to report how he felt the difference between the daily tension and after applying the technique.

SESSION NO. 10

-learning the difference between assertive/nonassertive/aggressive types of communication



Communication is extremely important. Relationships are fully impacted by the type of communication used.

The characteristics of each type of behavior are explained.

Assertive-respectful, tactfully honest, honest, self-confident, does not criticize others, does not create tension, accepts the opinions of others, balanced.

Nonassertive- minimizes, avoids, does not take responsibility, avoids conflict, accumulates frustrations, passive.

Aggressive-dominant, criticizes, sarcastic, feels superior, creates conflicts so that his needs are met urgently, isolated, intolerant.

Role play exercise for the same situation exemplifying the three types of communication.

A meeting between two people.

-a friend who is always late for meetings, the client decides to tell him what's on his mind, using the three types of communication, in turn.

SESSION NO. 11

Techniques: *the gem within me (103 group activities-Judith A. Belmont) - adaptation*

The client is given some semi-precious stones in a bowl, from which he can choose one that represents him, *describe how it resembles him*. He can choose one stone for each important person in his life and how the two interact/are similar/are different.

- Re-applying the workplace satisfaction questionnaire to see if positive changes have occurred.
- List for the client with suggestions for controlling fears:

1. Accept your fear

Do not be ashamed that you feel fear, after all fear within normal limits is an alarm signal to the existence of danger, do not try to suppress it completely, but rather try to modulate it, reduce its intensity until it is compatible with a normal and autonomous life.

2. Develop the means to control fear

The feeling of fear is often associated with a feeling of lack of control over the situation. Therefore, to increase the control we exercise over what produces our fear, an excellent means is to inform yourself.



Another way to control your fear is to learn a relaxation technique to use when you feel afraid.

And of course we must not forget the fact that you can adopt an active attitude towards fear, this being one of the most effective remedies.

3. *Face your fear*

The way to face it must take into account four rules:

- Confrontation must be under your control. Confrontation is indicated only if you want it or if you need to overcome your fear
- Face your fears progressively, starting with the less important aspects. If you are afraid of animals, first you will only look at photos, then movies, then you will visit breeders, etc.
- Confrontation must be sustained: you must accept the distressing situation long enough for your fear to halve.
- Regularly face the situations that cause you fear.

4. *Look fear in the face*

Many works have shown that we tend to turn our backs on all those disturbing thoughts. It is best to reflect carefully and ask yourself if you have really reached the end of the scares, if you have played out the whole catastrophic scenario. Ask yourself what the real risks are.

FEEDBACK regarding the personal development program.