

TECHNICS OF MEMORY IMPROVING AND STRESS HANDLING

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KNOW HOW TO DECIDE IN YOUR BUSINESS

MANAGE STRESS AND IMPROVE MEMORY

Memory and stress are skills and competences that are part of the life skills and in particular the first of the cognitive ones and the second of the relational ones.

Transversal skills and competences, defined by the English acronym "Life Skills", are a combination of knowledge that allows you to acquire versatile and positive behaviors, thanks to which it is possible to effectively address the demands and challenges of everyday life.

The fundamental core of skills and competences can be grouped into 3 macro areas:

EMOTIONAL

Needs - Motivation - Emotions - Feelings - Affections - Moods - Self-esteem - Assertiveness
Self awareness

COGNITIVE

Open mind - Critical thinking - Creative thinking - Making decisions - Solving problems
Learning

RELATIONAL

Conflict Management - Negotiating - Effective Communication - Time Management

These transversal skills and competences allow you to:

Managing emotional states:

To feel confident, strong and positive, to be aware of yourself and to transmit all the energy you need to interest others.

Refine cognitive skills:

To acquire and enrich the skills and competences that relate to the awareness of knowledge and pass it on to others in the best possible way.

Improve communication:

To ensure effective and efficient interpersonal relationships, through by learning specific techniques and strategies.

Acquiring emotional intelligence:

All these skills and abilities allow us to cultivate the so-called emotional intelligence, that is, the ability to recognize, to consciously manage feelings and emotions and to know how to correlate these aspects with the rational part of us and of others.

Emotional intelligence essential to be able, with competence, to combine knowing how to be, knowing how to know and knowing how to communicate, and to be able to manage stress and know how to act with empathy and personal and relational effectiveness.

Skills are innate qualities, talents that can be also implemented, and are indispensable for an harmonious personal growth, they are a potentially innate heritage, the development of which depends on the personal conditions of mental, social and working development.

It follows that these skills and competences will be more or less developed according to the individual condition, and that they can be improved and strengthened with articulated learning trials that cover various fields.

In this sense, skills represent a real "taxonomy" of well-being, intended as a database of training skills and competences for development oriented towards personal and social purposes aimed at developing the intelligence and character of the individual, capable of combining as best he can " knowing " and " knowing how to do ".

They are personal and social skills essential to cultivate personal well-being and overcome the difficulties of life, which allow the person to adopt positive adaptation strategies facing changes and difficulties.

Through talents, appeal is built, that is the ability to attract, to please, to feel the other, to empathize, to understand that the other person is at ease in our presence, to perceive that he is well predisposed towards us, to possess charm.

Motivational types of people and how they manage stress

THE DISCOVERERS

Typical need: inner self-assertion: overcoming challenges

Reaction to praise:

- usually cooler, they know themselves that they are good; they do not need praise as information, they accept it rather on an emotional level, spoken horizontally (with an emphasis on equality) or with mild admiration
- typical reaction to praise: "I know." "Of course it worked."

Response to criticism:

- embarrassed, they don't like her (they know themselves that they didn't achieve a good

result)

- reaction: "I know." or putting up (often disproportionate) resistance: "Do you think something can be achieved with this equipment?", "I'd like to see what you could do in my place!"

Reaction to high load (revival, higher performance):

- by revival and high commitment, they don't mind discomfort, mental demands or physical hardship, they want to prove that they can overcome obstacles

GUIDELINES

Typical need: external self-assertion: influencing people

Reaction to praise:

- often with some empowering remark: "It wasn't exactly easy." Or by trying to use it to exert your influence on the praiser: "It wasn't easy. I'll be happy to explain how I did it."

Reaction to criticism (downplay):

- he absolutely hates her, he is hit in the most sensitive place
- the answer can be an attempt to trivialize the criticism, to make light of it: "This was not the point at all." "That's not the question." "Who are you, that I..."
- if the criticism is unjustified, he can go into a counterattack: "When you've been through what I've been through, then maybe I'd take your comment seriously, but I can only smile like this."
- thinks about the consequences of his behavior more deeply than the discoverer

Reaction to high load (often converts to others):

- can develop high commitment, but there must be an obvious gain in power
- he doesn't like discomfort and physical hardship, he usually reacts by trying to get rid of the burden (he shifts part of the burden – the more unpleasant one – onto someone else, but he does not lose control and the accompanying possibility of success)
- as a rule, he does not get rid of that part of the load, which, although it is demanding, is pleasant in its essence'

COORDINATORS

Typical need: external anchoring: favorable environment

Reaction to praise:

- sometimes silence, more often mutilation
- sometimes he will emphasize the merits of other people: "I didn't, but the boys had a good time." "Don't exaggerate." "Praise others too." "You're good too."

Reaction to criticism (accepts):

- listens to it carefully and carefully and is likely to accept (accept) it
- understands and acknowledges that no one (not even him) is perfect "I understand you." "I guess I let you down."
- respects that you see the situation differently from him and you have every right to your point of view

Reaction to heavy load (doesn't react too much):

- rather lukewarm
- these people are usually not very creative
- effort usually does not increase much, they keep a distance from the task

REFINERS

Typical need: inner anchoring: self-perfection

Reaction to praise:

- he will probably thank and appreciate her "Thank you." "I did my best."

Response to criticism:

- he does not take criticism lightly and accepting it depends on whether he sees it as fair
- to an unauthorized one - reacts diplomatically
- to the right - reacts with regret

Reaction to high stress (high stress to collapse):

- high load is not suitable, causes him discomfort, throws him out of rhythm, causes chaos in his work
- result – frequent mistakes, great stress, greatest danger – collapse