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PROJECT RESULT NO. 2

PART 2/5



Materials for educators, trainers (training scenario/trainer's manual)

TRAINING COURSE ENTITLED

Key competences for people 50+

Personal, social and learning to learn
competence

2021-1-PL01-KA220-ADU-000035200

**PREPARED BY THE
PROJECT CONSORTIUM**

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Project result no. 2

Training course entitled:

Key competences for people 50+:

Personal, social and learning to learn

Part 2/5 - Materials for trainers

Version: English



Prepared by the Project Consortium (main Author: ISC)

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Materials for trainers



Introduction of the course: Personal, social and learning to learn competence

Unit	Description of how activity is carried out, content method	Duration of the activity: theory/exercises	Didactic aids	Objectives of the activity, skills, Knowledge:, attitudes the participants will acquire upon completion of the activity.
Introduction	If it is a new group: you start to present, yourself by providing 3 pieces of information about yourself. Of course, after your name and so on...	15 min		Get to know the project, the course and essential information
	Each participant mentions his or her name and provides 3 pieces of information about him or herself. If the participants know each other, it may not be appropriate to do a classic round table presentation, but you can use the "Indian name" presentation. Each person chooses an Indian name, usually an animal and one or two adjectives.) For example: "Old smiling cat" and then the participant explains why this name, what it means. This is a fun way to introduce yourself. This ice-breaking exercise is also used when the participants do not know each other.	15 min	Slide 3	
	Then you present the programme of the module: content, objectives, dates and duration. You should be able to answer all questions	5 min	Slide 4	



Module 1: The basis of communication				
Unit	Description of how activity is carried out, content method	Duration of the activity: theory/exercises	Didactic aids	Objectives of the activity. Knowledge skills, attitudes the participants will acquire upon completion of the activity.
What is communication?				
What is communication ?	<p>You present the content of the module.</p> <p>You can ask the participants the following questions.</p> <ul style="list-style-type: none"> ✓ What does it mean to communicate? ✓ Why communicates? ✓ What are the communication problems one may encounter? ✓ Why are there communication problems between people? <p>You hand out coloured post-its to each participant, Each participant writes down their ideas on a post-it and then sticks it on the board.</p> <p>Once everyone has answered, you take the post-it notes, put them together by theme and exchanges with the group on each written idea.</p>	15 min		<p>Knowledge: Have the same meaning of communication. Determine our communication problems.</p> <p>Skills: Be able to have a good communication.</p> <p>Attitude: Be open to other style of communication.</p>
Interactive intro		25 min	Slide 5	
Did you know ?	<p>You present the specificities of communication:</p> <p>You can explain that:</p> <ul style="list-style-type: none"> ✓ In an exchange 75% of communication is non-verbal, 25% is verbal, 19% oral and 6% written. <p>We retain:</p> <ul style="list-style-type: none"> ✓ 10% of what we read, ✓ 20% of what we hear, ✓ 30% of what we see, ✓ 50% of what we see and hear, ✓ 80% of what we say, ✓ 90% of what we say when we do it. 	10 min	Slide 6	<p>Knowledge: Have the same meaning of communication. Discover how we can communicate.</p> <p>Skills: Be able to have a good communication.</p> <p>Attitude: Be aware to all the styles of communication.</p>



Some definitions	And then you can give some definition of communication: In sociology and linguistics, communication is the set of phenomena that can occur when an individual transmits information to one or more other individuals using articulated language or other codes (tone of voice, gestures, gaze, breathing...)	10 min	Slide 7	Knowledge: Have the same meaning of communication. Discover how we can communicate. Skills: Be able to have a good communication. Attitude: Be aware to all the styles of communication.
The three types of communication	You explain that three forms of communication can be distinguished: Interpersonal communication, which brings two individuals together. ... Group communication, which brings together several individuals. Mass communication, which is a set of techniques that enable an actor to address a large audience. And you present the components of the communication: you can stop on each point and ask them for examples or give them some examples.	10 min	Slide 8 Slide 9	Knowledge: Have the same meaning of communication. Discover how we can communicate. Skills: Be able to have a good communication. Attitude: Be aware to all the styles of communication.
Did you say: communicate?	The following slides are to show the importance of the difficulties to communicate properly. It comes from the School Palo Alto in USA which said that we can't not communicate. A French writer (Bernard Werber) wrote the following phrases: you can't not communicate but Between what I think,	10 min	Slides 10- 13	Knowledge: Have the same meaning of communication. Discover how we can communicate. Skills:



	<p>What I want to say, What I think I say, What I say, What you want to hear, What you hear, What you think you understand, What you want to understand, What you understand... ...There are at least ten ways to disagree.....</p> <p>But let's try anyway!</p>			<p>Be able to have a good communication</p> <p>Attitude: Be aware to all the styles of communication</p>
<p>A little game: Is my communication clear?</p>	<p>A short playful break to put it into practice: You organize the group into pairs: A and B. A has to describe a picture, handed out by You, and B has to draw it. A must not see what B is drawing (so as not to guide him) and B must not see what is on the sheet described by A. (Draw me a.. Annex 1 and Slide 14)</p> <p>You can use the resource in Appendix 1 as an example. Once the exercise is finished, the roles are changed. You will then explain what the communication problems are: too general or too detailed an overview. Lack of listening or personal interpretation....</p>	<p>20 min</p> <p>20 min</p>	<p>Slide 14 and annex 1</p>	<p>Knowledge: Have the same meaning of communication Determine our communication problems</p> <p>Skills: Be able to have a good communication</p> <p>Attitude: Bo open to other style of communication</p>



1.2 The verbal communication				
The verbal and non-verbal communication	Difference between verbal and non-verbal		Slides 15	<p>Knowledge: Know the difference between verbal and non-verbal communication.</p> <p>Skills: To be able to understand the non-verbal communication of the interlocutor.</p> <p>Attitudes: To be a better listener thanks to a better analysis of the communication of the interlocutor.</p>
	<p>The verbal communication is based on the language; The non-verbal communication corresponds to all visible signs sent by the person, consciously or not.</p> <p>How does the brain works? The human brain is made up of two hemispheres (left and right). The reason for this dichotomy is that the two hemispheres play particular, though not always completely separate, roles (Sperry).</p> <p>The left brain: The left hemisphere is very good at anything that requires rapid and sequential perception, manipulation of abstract concepts such as mathematics, precision or structuring operations. It retains verbal and sound information. It is described as audio-temporal. The left brain is marked by learning and mastery of the environment, which it seeks to evaluate and control.</p> <ul style="list-style-type: none"> ✓ linear thinking ✓ mathematics ✓ facts ✓ thinking through words 	10 min	Slide 16	
	<p>The right brain: The right hemisphere is very good at concrete things, visualizing a picture or object, parallel operations, self-perception or an overview. It is called visual-spatial. Right brain: is influenced by the innate, and reacts flexibly to its environment to which it seeks to adapt. It is the creative brain.</p> <ul style="list-style-type: none"> ✓ imagination ✓ holistic thinking ✓ intuition 	20 min	Slides 17-18	
		20 min	Slides 19-20	



	<ul style="list-style-type: none"> ✓ the arts ✓ rhythm ✓ non-verbal cues ✓ visualization of feelings ✓ daydreaming <p>Exercise : Test yourself Colour games: You has the volunteers read the text.</p>	10 min	Slides 21-24	Determine which part of our brain reacts first when we are in communication.
The barriers to communication	<p>You can ask the participants their opinion about the barriers to communication and write the answers on the board. You can present the 10 barriers to communication: Exercise: With each barrier, you can organize a role playing game where the participants will try the barrier and be able to realize its impact on the other.</p> <p>1) Giving orders, commanding "You must...", "Do this...", "Stop doing that...". This usually puts the other person in an attitude of either submission or rebellion. It is a test of strength that can create more resistance or even hostility, which will be expressed at the time or later.</p> <p>2) Threatening "If you continue...", "You'd better... or else...", "If you persist in... this is what will happen...". It is also a power struggle that is set up this way. The aim is to instil fear and submission.</p> <p>3) Lecturing, guilt-tripping You should...", "You shouldn't...", "You should have...", "It's your fault if...". This communication seeks to activate awareness through a sense of guilt. This can lead to a loss of confidence and withdrawal, or a desire to justify oneself, to defend oneself or to blame others.</p> <p>4) Giving solutions, advice</p>	20 min 20 min 40 min	Slides 25-32	<p>Knowledge: discover the communication barriers. Determine which barriers we use the most.</p> <p>Skills: Avoid using communication barriers</p> <p>Attitudes: Make some efforts to understand the others.</p>



	<p>"What I would do in your place is...", "I advise you to...", "Do this instead...".</p> <p>Sends the message that the other person may not be able to solve their own problems. May prevent them from thinking for themselves and becoming independent.</p> <p>5) Trying to convince, persuade</p> <p>"Yes, but...", "The facts prove that...", "That's why you are wrong...".</p> <p>Not very suitable if emotions are high. Usually leads to a battle of arguments about who is right or wrong, who is more intelligent.</p> <p>6) Judgmental, critical</p> <p>"You are this... or that...", "You lack maturity", "You should have more common sense".</p> <p>The other person may identify with the judgement, feel foolish or incompetent and close down. This may also lead to counter-attack ("What about you? Aren't you this... or that...?").</p> <p>7) Praise and flattery</p> <p>"You are absolutely right", "You are doing a very good job", "I agree".</p> <p>Can be perceived as paternalism or manipulation if there is doubt about sincerity. Can create an anxiety-provoking expectation if the other person does not feel they are living up to the compliments.</p> <p>8) Humiliating, ridiculing</p> <p>"Yes, my boy, that's it, keep talking", "Never heard a stupider excuse", "And to think that some people are paid to do this kind of nonsense..."</p> <p>Attacks self-esteem and creates feelings of rejection and misunderstanding. May cause aggressive reaction.</p> <p>9) Ask questions, investigate</p> <p>Why? With whom? Since when? How did it happen? How long? Where exactly?</p>			
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	<p>In a helping or listening relationship, we often ask too many questions because it reassures us and gives us the impression of having control over the situation. Sometimes it is also to speed up the process.</p> <p>But questions can be intrusive or only serve the curiosity of the questioner. They can also significantly influence the interlocutor's expression and make him or her say what we want to hear... leading to a possible search for solutions along false lines.</p> <p>10) Diverting attention, evading or using inappropriate humour "Let's talk about something else...", "Obviously, if you were the big boss this wouldn't have happened...", "By the way, you know about...".</p> <p>Often, out of embarrassment or awkwardness, we try to avoid certain discussions or problems that we don't want to deal with. So we change the conversation, try a little joke to lighten the mood or adopt a sarcastic tone.</p> <p>This can be experienced as an invitation not to address problems, not to confide in each other, and can lead to a loss of trust in the relationship. The other message is that the other person's problems are not important, not important at all, because they are brushed aside.</p> <p>Exercise: Once you have presented the 10 barriers, you can compare with those identified by the participants and comment those which were missing and ask them the barriers they use and how they can spoil the communication.</p> <p>Exercise : You can organize a role playing game. By pair, you ask the participants to imagine they are in a restaurant or in a pub, or at home or wherever they want. The first one speaks about his/her state of mind. The other member of the pair should break the</p>	<p>20 min</p> <p>20 min</p>	<p>Discussion</p> <p>Role playing game</p>	
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	conversation with one or more barriers. They act it in front of the group.			
1.3 6 qualities of a good communication				
The 6 qualities of a good communication	<p>You then ask the participants about the good quality of communication. What is the skills needed to be a good communicator? You write all the answers given by the participants on the board and then present the 6 qualities for a powerful communication:</p> <ul style="list-style-type: none"> ✓ Assertiveness. ✓ Open-mindedness. ✓ Empathy. ✓ Clarity. ✓ Active listening. ✓ Feedback 	<p>20 min</p> <p>15 min</p> <p>20 min</p>	Slide 33	<p>Knowledge: Discover two tools to improve the communication and learning.</p> <p>Skills: Improve our communication Remove our communication blockers.</p> <p>Attitudes: Determine how we communicate with others Improve our non-verbal communication</p>
1.3 The assertiveness	<p>You present the communication channels of assertiveness and propose to the learners a test: are you assertive ?</p> <p>Exercise : Each learner does the test alone and you and you can go to any of them to answer any questions about the test. You should be careful not to bring in any personal interpretation. Let the learners read the report alone. You can, of course, enlighten some people who do not understand the result.</p>	<p>10 min</p> <p>20 min</p>	<p>Slide 34-38</p> <p>Annex 2</p>	<p>Knowledge: Learn about assertiveness Discover our level of assertiveness</p> <p>Skills: Improve our assertiveness</p> <p>Attitudes: Be assertive Be less or more passive Be less or more aggressive Be less or more manipulator</p>
1.4 Open-mindedness	<p>Ask participants what means open mindedness for them, what it brings to us? Once everyone has expressed him/herself, he can present the definition. What is open-mindedness?</p>	20 min		<p>Knowledge: Learn about open-mindedness Discover our level of open-mindedness</p>



	<p>Open-mindedness, according to dictionary definitions, is the attitude of a person who "shows great tolerance, interest, curiosity and understanding for ideas that differ in part or in whole from his or her own.</p> <p>It means being willing to:</p> <ul style="list-style-type: none">Listen to different people,accept and respect their ideas and views, even if they are different from our own.respect the freedom of others, their different attitudes by showing kindness.not to be "locked in" to certainties: to question oneself in the face of new encounters and ideas.examine these new ideas with curiosity and interest, and if we find them relevant, make them part of our lives. <p>What does open-mindedness bring to life?</p> <p>First of all, we can see the negative effects of a lack of open-mindedness:</p> <ul style="list-style-type: none">✓ little conciliation;✓ fear of change;✓ fear of the unknown;✓ Fear of the other and his ideas;✓ entrenched certainties about everything;✓ intolerance of new attitudes and ideas, etc. <p>The list goes on and on, and it shows how open-mindedness is an essential quality to develop!</p> <p>Indeed, it promotes creativity and allows us to interact with others in a more beneficial way.</p> <p>By being more receptive to others and new environments, one can more easily step out of one's daily routine, and accept change.</p> <p>Open-minded people are more humble, able to acknowledge: that they do not know. In addition, they are intellectually enriched by</p>	30 min	Slides 39-42	<p>Skills: Improve our open-mindedness</p> <p>Attitudes:</p> <ul style="list-style-type: none">Be open-mindedAccept others
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	<p>exploring the world and others. This allows them to be imaginative and creative.</p> <p>Benevolence is also one of the qualities that arise from this: being open-minded makes one capable of compassion, listening to others, generosity and solidarity.</p> <p>All this leads naturally to great opportunities, whether human, professional or personal! Open-minded people find solutions to their problems more easily, through their openness to the world and their positivity.</p> <p>Albert Einstein said: "The measure of intelligence is the ability to change.</p> <p>You have to tell the participants they have to be careful, however: being open-minded does not mean taking in everything in any way and by anyone.</p> <p>Keep a critical mind and step back from ideas, people and things, but do so with goodwill.</p> <p>Always have doubts, so that you don't rush into any new idea that seems very exciting at first.</p>			
1.5 Empathy	<p>You can start this part with a video presenting empathy: https://www.youtube.com/watch?v=1Evwgu369Jw</p> <p>Exercise: Then you can discuss with the participants about their opinion and present the definition: Empathy is the recognition and understanding of another person's feelings and emotions. In a more general sense, it is the recognition of one's non-emotional states, such as one's own beliefs.</p>	30 min	Slides 43-46	<p>Knowledge: Determine our level of empathy</p> <p>Skills: Develop our empathy</p> <p>Attitudes: Listen to others</p>



	<p>In common parlance, the phenomenon of empathy is often illustrated by the expression "putting oneself in the place of the other".</p> <p>This understanding occurs through a decentration of the person and can lead to actions related to the survival of the empathised subject, independently and sometimes even to the detriment of the interests of the empathising subject.</p> <p>The empathy consists in:</p> <p>To succeed in immersing oneself in the subjective universe of the interlocutor.</p> <p>Understand the meaning of the speaker's words in the context of his or her own sensitivity and reactions.</p> <p>Remaining emotionally independent while focusing on the meaning of what the speaker expects and wants to say.</p>			
1.6 Clarity	<p>To have a good communication we must be clear. Ask the participants some synonyms of clarity and in which context it's usually used, then read with them the slide:</p> <ul style="list-style-type: none"> ✓ Synonym: transparency, clarity. ✓ Definition: ✓ That which makes things visible, perceptible to the eye; electromagnetic radiation capable of impressing the eye. ✓ character of what is intelligible. ✓ What is well understood is clearly stated and the words to say it come easily (Jean Boileau 17th century) 	20 min	Slide 47	<p>Knowledge: Determine our level of clarity</p> <p>Skills: Develop our clarity</p> <p>Attitudes: Communicate with other clearly.</p>
1.7. Active listening	<p>You can start with what is not active listening:</p> <ul style="list-style-type: none"> ✓ A conversation ✓ A discussion ✓ An interview ✓ An interrogation ✓ A speech 			<p>Knowledge: Discover what really means active listening</p> <p>Skills: Improve our communication</p> <p>Remove our communication blockers.</p>



	<ul style="list-style-type: none"> ✓ A confession ✓ A diagnosis <p>And then ask the participants what is active listening. The active listening is very important in communication. After providing a definition of active listening,</p> <ul style="list-style-type: none"> ✓ Openness and availability without prejudice ✓ Non-judgmental ✓ Non-directiveness ✓ Genuine intention to understand the other person in his or her way of thinking, expressing himself or herself, and discovering his or her subjective universe. ✓ Effort to analyse what is said and what happens during the exchange. <p>Now you can present the obstacles to listening.</p> <ul style="list-style-type: none"> ✓ Giving orders, directing, commanding, ✓ Warn, warn, threaten, ✓ moralise, preach, lecture ✓ Advising, giving suggestions or solutions ✓ Explain, argue, persuade by logic, ✓ Judging, criticising, disagreeing, blaming ✓ Compliment, agree, evaluate positively, approve ✓ Call names, ridicule, shame ✓ Sympathise, console, support ✓ Dodge, distract, humour ✓ and more communication barriers ✓ Using expressions, such as: <ul style="list-style-type: none"> "yes, but..." = opposition "he or she looks... = prejudice "you shouldn't have... = judgment "let's start by talking about... = directionality "I think you ... = subjectivity 	30 min	Slides 48-52	<p>Attitudes: Be a good communicator with a good active listening</p>
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	<ul style="list-style-type: none"> ✓ Dedramatise, trivialise: "don't say that, but no...". ✓ Preparing your response while the other person is talking ✓ Signs of impatience ✓ Cutting off speech <p>You will unfold slide 51 and little by little you should make the participants understand that the obstacles to active listening are the same obstacles to good communication. It is important to emphasize that good communication starts with good listening.</p> <p>Exercise: And then, you can watch a video: https://youtu.be/rzsVh8YwZEQ</p>	10 min		
1.8 The feedback	<p>You can ask the learners to look for a definition of feedback. Then you can use the following definition: "It is an intervention by the negotiator that consists in repeating in other terms and in a more concise or explicit manner, what a person has just expressed..."</p> <p>Exercise : You can ask two participants to speak about something important for them and ask two other participants to reformulate their words.</p>	30 min 15 min	Slide 53-55	<p>Knowledge: Discover the importance of the feedback</p> <p>Skills: Improve our way to give a feedback</p> <p>Attitudes: Give a feedback with empathy and sincerity Improve our communication</p>
1.4 The nonverbal communication and the Neuro-linguistic Programming				
1.9 The non-verbal communication	<p>You present the types of nonverbal communication:</p> <ul style="list-style-type: none"> ✓ Facial expressions. The human face is particularly expressive. ... ✓ Movements and posture. ... ✓ Gestures. ... ✓ Physical contact. ... ✓ Proxemia. ... ✓ Voice. ... 		Slides 56-60	<p>Knowledge: Discover the importance of nonverbal communication</p> <p>Skills: Improve our way nonverbal communication</p> <p>Attitudes: Be able to manage our non-verbal communication and</p>



	<p>✓ Appearance.</p> <p>Then you can show the difference between innate and acquired nonverbal communication:</p> <p>Human beings, whatever their colour, origin, size, eye colour, all share the same innate non-verbal communication. As we will see later, this communication takes place through the eyes.</p> <p>But our acquired non-verbal communication is our own and often depends on our education, our values and our culture.</p> <p>The presentation of acquired nonverbal communication can be very funny when we have, in a group, people coming from different countries. As we don't have the same acquired non-verbal communication. you will not work on this kind of communication but you can use it as an introduction: the way we use our fingers to say 2 for example in France and in England...During that part, only the innate non-verbal communication will be studied.</p>	25 min		understand the non-verbal communication of the others.
	<p>Then, you introduce the definition of the NLP:</p> <p>Neuro: Because this capacity to learn, to set up ways of thinking, feeling and acting is based on the functioning of our nervous system. It is indeed the nervous system that, thanks to our five senses, perceives the environment, the world in which we live, and interprets, codes and transmits messages of all kinds. NLP techniques act directly on this neurological organisation.</p> <p>Because it is language that structures and reflects the way we think.</p> <p>Linguistic: It is the vehicle for our experiences, our perceptions and our representations of the world.</p> <p>Programming: Because since our earliest childhood, we program ourselves, we learn things, ways of thinking, feeling, sensing and behaving. So, since the material is the same (brain and nervous system), what one person is able to do, another is potentially able to do.</p>	15 min	Slides 61-65	<p>Knowledge: Discover a tool to analyse the nonverbal communication.</p> <p>Skills: Improve our understanding of our non-verbal communication and this of the others.</p> <p>Attitudes: Be able to manage our nonverbal communication and understand the non-verbal communication of the others</p>



	<p>One of a NLP supposition is that "The map is not the territory it represents".</p> <p>This is probably the best way to express the fact that each of us makes a subjective representation of reality and that we live and "function" in reaction to this representation.</p> <p>Exercise : You present some examples on how we all perceive the reality. It should be presented with fun, and you should let the participants' imagination run wild. There is no right or wrong answer to the exercises presented in these slides.</p> <p>Then comes another NLP assumption: beliefs. There are two types of beliefs:</p> <p>The equality beliefs and the limiting beliefs</p> <p>You explain that most of the difficulties we encounter in communication, or in situations, and which create stress for us, come from negative beliefs, of which we are aware or mostly unaware, about ourselves, about others, about life in general. Limiting beliefs seem natural, universal, or shared by 'common sense' people - in short, they are 'true'.</p> <p>However, in order to better manage our stress, we need to consider our beliefs as hypotheses that we can change when the results they produce do not suit us.</p> <p>By acting on our belief system, we can change our perception of stressful situations.</p> <p>You can propose some limiting beliefs: Some limiting beliefs:</p> <ul style="list-style-type: none"> ✓ <i>I'm rubbish, I'm worthless!</i> ✓ <i>I'm not good at languages, maths!</i> ✓ <i>I'm not going to make it, I'm not good enough!</i> ✓ <i>I am not worthy of love!</i> 	20 min	Slides 66-74	<p>Knowledge: Realize that we all have different realities</p> <p>Skills: Improve comprehension of others way of thinking.</p> <p>Attitudes: Be able to accept others point of view.</p> <p>Knowledge: Discover that we all have beliefs</p> <p>Skills: Improve our understanding of our beliefs</p> <p>Attitudes: Be able to manage our beliefs and understand the beliefs of our friends and colleagues.</p>
		40 min	Slides 75-79	



	<ul style="list-style-type: none"> ✓ <i>Others are so much better than me!</i> ✓ <i>If I say "no" I will hurt his feelings!</i> ✓ <i>You have to work hard and relentlessly!</i> ✓ <i>Pleasing yourself is selfishness!</i> <p>We tend to take for granted what we believe to be true, to the point that we don't think about it anymore. We identify with our beliefs and decode the world around us through those long-forgotten glasses on our nose.</p> <p>Exercise : You ask the participants to write their limiting beliefs and then you take some time to discuss about them.</p> <p>Exercise : To summarize what has been seen you can watch the following video: https://www.youtube.com/watch?v=MIl3WGKVBn4 and/or have a look on the site: https://www.nlp.com/what-is-nlp/</p>	<p>10 min</p> <p>10 min</p>		<p>Knowledge: Discover that we all have limiting beliefs</p> <p>Skills: Improve our understanding of our limiting beliefs</p> <p>Attitudes: Be able to manage our limiting beliefs and understand the limiting beliefs of our friends and colleagues.</p>
1.5 The Transactional Analysis				
	<p>You introduce Transactional Analysis. you can start first by presenting the founder (Eric Berne) and then he can explain that T.A. offers a framework for understanding relational problems and intervention methods for resolving them.</p>	<p>10 min</p>	<p>Slides 80-81</p>	<p>Knowledge: Discover a tool to analyse the nonverbal communication.</p> <p>Skills: Improve our understanding of our nonverbal communication and this of the others.</p>



	<p>It is based on an inescapable premise: "each person is "fundamentally correct", has value, importance and dignity, and has the capacity to think and choose.</p> <p>The ego states provide information about the type of relationship we have with others ...or with ourselves (inner dialogue). This means that, throughout one's life, a person: Observes how his or her parents (or grandparents, guardians, then a spiritual figure or a great professional) behave, what they say, what they transmit of their emotions when faced with different situations in life. These observations will serve as models later on. Imagine that it is a "look" at the Other, Experiences, grasps everyday reality and records its findings. Here, the "gaze" is aimed at the front and around oneself. To one's own feelings, emotions and needs, which are evolving by nature and which it will try to satisfy with more or less success: "the gaze" is then turned towards oneself.</p> <p>Exercise: You can also work with a video https://www.youtube.com/watch?v=NfluXG8AN9Y The video is available in different languages. To conclude, you will have the participants read out slide 92. They should read the sentences in the tone that represents the suggested ego.</p> <p>Exercise : You can propose to do a test online if it's possible https://www.eclecticenergies.com/francais/enneagramme/dotest</p>	<p>60 min</p> <p>20 min</p> <p>20 min</p>	<p>Slides 82-97</p> <p>Slide 98</p>	<p>Attitudes: Be able to manage our nonverbal communication, avoid conflicts.</p>
	<p>Once each participants knows his/her profile, you can explain the transactions: A transaction is a round trip (stimulus and response) BETWEEN TWO Ego States.</p>		<p>Slides 99-109</p>	<p>Knowledge: Discover the transaction between people. Skills: Improve our understanding of our non-</p>



	<p>A transaction in TA is the unit of exchange (verbal or non-verbal) of communication, between two or more natural or legal persons</p> <p>Parallel transactions are potentially the most effective communication in most cases in business,</p> <p>Other types of transactions can be more or less trapped...and a source of communication difficulties</p> <p>Cross-transaction: another ego state (ES) than the one targeted by the first interlocutor intervenes.</p> <p>This interfering ES affects another ES than the one from which the transaction started.</p> <p>Exercise : Give them some examples and ask them to do some Role playing games according to some situations of their daily life. You can organize a role playing game in which each participant has to choose an Ego state and say a sentence. Another participant answers it with another Ego state.</p>	<p>50 min</p> <p>20 min</p>		<p>verbal communication and this of the others.</p> <p>Attitudes: Be able to avoid conflicts, to facilitate communication;</p>
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Module 2

Objectives	Content	Didactic aids	Duration of the activity: theory/exercises	Objectives of the activity, skills, Knowledge:, attitudes the participants will acquire upon completion of the activity.
Introduction				
Presentation of the module content	You present the programme of the module: content, objectives, dates and duration. He/she should be able to answer all questions	5 min	Slide 110	Get to know the content of the course and essential information
2.1 The memorisation				
The 4 learning styles:	<p>Learning style identified from four styles derived from the combination of two bipolar dimensions: concrete-abstract, action-reflection:</p> <ul style="list-style-type: none"> • Convergent style (abstract-action) • Divergent style (concrete-reflective) • Assimilative style (abstract-reflective) • Accommodating style (concrete-action) <p>David Kolb studied learning and observed that everyone who is in a learning situation goes through a cycle of four phases. And, he also observed that each person generally prefers two phases of this cycle. The cycle of learning phases.</p> <ol style="list-style-type: none"> 1. Concrete experience of an action/idea (I am painting a kitchen wall). 2. Reflective and attentive observation. (How does it look? Do I like it?) 3. Abstract and theoretical conceptualisation (Could I have used a better #method - a brush instead of a roller?) 4. Implementation of the idea/action based on initial experience. (I try a different method). <p>Kolb has given a name to the different types of learners, depending on which phase of the learning cycle they prefer.</p>	50 min	Slides 111-113	<p>Knowledge: Determine our learning styles in order to learn more quickly.</p> <p>Skills: Adapt one's learning style to the topic.</p> <p>Attitudes: Understand that we are all different. Be able to help other to learn.</p>



	<p>Divergent He prefers the phases (1) concrete experience and (2) reflection on that experience. Divergers are imaginative and interested in people and emotions.</p> <p>The assimilator He prefers phases (2) reflection on an experience and (3) abstract and theoretical conceptualisation of an experience. Assimilators like to create theoretical models and are less interested in people and practical applications of Knowledge: than others.</p> <p>The converger: He prefers the phases (3) abstract and theoretical conceptualisation of the experience and (4) application of the idea/action. Convergers like to be practical and tend to be unemotional. In addition, they prefer to deal with things rather than people.</p> <p>The Accommodator: He prefers phases (1) concrete experience and (4) implementation of the idea/action based on that experience. Accommodators adapt easily to new experiences and tend to find solutions to problems based on their intuition.</p> <p>Exercise: you will propose to the participants to do a test to know what is their profile.</p>	30 min		
A tool for better memorization	<p>The VAKOG</p> <p>How we use our senses to memorize?</p> <p>Test:</p> <p>What is my best way of memorization?</p> <p>Exercise: you ask the participants to think about 15 questions:</p> <p>3 questions on an imaginary image, for example: imagine your mother in a green wig.</p> <p>3 questions about known sounds: what is your favorite music?</p> <p>3 questions on body memory:</p>	40 min	Slides 114-119	<p>Knowledge: Discover his/her favourite way of memorization</p> <p>Skills: Discover your favourite way of communication</p> <p>Attitudes Adapt our communication to others</p>



	<p>What food do you dislike? Imagine yourself walking barefoot in the snow. Then You asks the participants to get into pairs. Each with a piece of paper and a pen. On the paper, the participants are asked to draw two eyes as shown on slide 120. The first participant asks the 15 questions one after the other and looks in which direction the eyes of his colleague go when he thinks. He has to note on the drawing whether the eyes go up to the left or to the right, whether the colleague looks down.... You can't keep your eyes still when you are thinking. Once the memory of the first participant has been determined, we move on to the second person. Exercise: you can also use the test: what is your profile of memorization</p>	30 min			
		30 min		Slide 120 Annex 4	
2.2 The critical thinking					
Definition	<p>You can ask the participants, their own definition of critical of critical thinking.</p> <p>Critical thinking is a primarily rational activity, based on questioning and challenging prejudices and 'ready-made' opinions. In short, critical thinking is characterised by doubt, intellectual rigour, in-depth examination, reflection, and is also conceived as a process.</p>	10 min		Slides 121- 122	<p>Knowledge: Understand what is critical thinking Attitudes: Be able to stay as objective as possible when looking at information or a situation</p>
		10 min			
The 5 skills of the critical thinking	<p>The key skills of critical thinking are: analysis, interpretation, inference, explanation, self-regulation, open-mindedness and problem solving. Examples of critical thinking skills</p> <ul style="list-style-type: none"> ✓ Analytical thinking. ✓ Good communication. ✓ Creative thinking. ✓ Open-mindedness. ✓ Problem-solving skills. 	30 min		Slide 123	<p>Knowledge: Develop our critical thinking Skills: Observation. Analysis. Inference. Communication.</p>



	<ul style="list-style-type: none"> ✓ Asking thoughtful questions. ✓ Promote a team approach to problem solving. ✓ Self-assessment of your contributions to the company's objectives. 			<p>Problem-solving.</p> <p>Attitudes: Be able to stay as objective as possible when looking at information or a situation</p>
How to improve our critical thinking?	<ol style="list-style-type: none"> 1. How to improve your critical thinking skills? 2. Knowing exactly what you want is the first step to critical thinking. ... 3. Manage your biases. ... 4. Consider the consequences of your options. ... 5. Do your research. ... 6. Accept that you are not always right. ... 7. Break it down. ... 8. Don't overcomplicate things. 9. Don't believe everything you are told. The first step in critical thinking is to consider more than one point of view. ... 10. Don't believe everything you think. ... 11. Ask questions. ... 12. Further research ... 13. Evaluate your work. <p>Exercise: you can ask participant if they have some ideas of the way they could improve their critical thinking according to what you have just seen..</p>	20 min	Slides 124-125	<p>Knowledge: Discover some tools to improve our critical thinking.</p> <p>Skills: Observation. Analysis. Inference. Communication. Problem-solving.</p> <p>Attitudes: Be able to stay as objective as possible when looking at information or a situation</p>
2.3 The motivation				
Developing motivation	<p>Explain to the participants that ‘Some psychologists have worked on the motivation, showing that to success in a project, you, of course have to plan it and to be able to go to the end, you should be really motivated. So we all have to find what are our deeper motivation.’</p>	25 min	Slide 126	<p>Knowledge: Learn how about some works done by occupational psychologists.</p>



				<p>Skills: to be able to know if we are really motivated or not and, in that way, find the motivator to go ahead.</p> <p>Attitudes: Be a good motivator for the others</p>
Maslow's pyramid of needs	<p>Taking some examples you can explain to the participants that: “We can be motivated by some needs as Maslow showed with his pyramid of needs. The first two stages are called the primary needs and the next three the secondary needs. Physiological needs are vital: drinking, sleeping, eating, having a regular homeostasis... The second level concerns safety; we must live in safety or we may die. The third level represents belonging to a group. Each individual needs to live in harmony with other human beings. The fourth level is self-esteem. One needs to be recognised for one's personality. The last level represents self-realisation. To reach this level, all other needs have to be fulfilled. We can take the example of a child. At birth, the child needs to eat, drink, sleep and have an adapted and stable body temperature. Then it grows up and starts to walk, and it needs to live in a safe environment (with a safe grip and toxic products placed high up) so that it does not hurt itself. The child then goes to school to make friends and learn to live in society. He comes back from school with his first drawing, he needs to know that his drawing is beautiful. All these steps will allow him to realize himself and to be ready to reach the next level. If one or more of these needs are not met, he will not grow up in good conditions.</p>	45 min	Slides 127-128	<p>Knowledge: Learn how to find a good motivation.</p> <p>Skills: to be able to find one's most important needs and try to find way to fill it.</p> <p>Attitudes: Be a good motivator for the others</p>



	<p>In work psychology, physiological needs are the money we earn from our work to buy our basic needs.</p> <p>The employee also needs to work safely in order not to have an accident. They need to work in a good atmosphere and be recognized for the work they do.</p> <p>All this will help him to enjoy his work and to be motivated.</p>			
Test	<p>Exercise: you propose to the group to do a test on paper to determine their own needs</p>	30 min	Slide 129. Annex 5	This test will help the participants to understand their needs and will help them to be aware of their importance in their life.
Victor Vroom's theory of expectations	<p>Victor Vroom showed that there were three main principles for understanding our underlying motivation.</p> <p>Three important points:</p> <p>a - Valence</p> <p>Valence, in Vroom's theory, corresponds to the value we place on what we are going to obtain. If I embark on this project, does what I am going to achieve really have value for me?</p> <p>For example, we are managers and we give a new assignment to one of our employees. The motivation will be proportional to the value the employee places on the reward he or she gets. We may note that this is very subjective. If we promise a bonus of 100 euros, an employee who finds it useful will be more motivated than an employee who does not need it. If the reward is career development, an employee who does not want to develop will not be motivated.</p> <p>b - Instrumentality</p> <p>In Vroom's theory, instrumentality is the probability that we will be able to meet our expectations. If our employee has to achieve exceptional results to earn the 100 euro bonus, he or she may not believe it. If some people have already done this job and have not developed, what guarantee is there that they will really develop? So the employee will</p>	50 min	Slides 130-133	<p>Knowledge: Learn how to find a real motivation.</p> <p>Skills: to be able to find one's deeper need of reward to go to a project or not..</p> <p>Attitudes: Be a good motivator for the others</p>



	<p>try to understand the probability that by doing this action he will get the desired reward.</p> <p>c - Expectation</p> <p>Finally, in this theory of motivation, expectation corresponds to the ability to succeed according to one's own skills. Here, the employee will try to understand whether he or she is really capable of carrying out the task. If he does not feel capable, he will feel that he has little chance of succeeding. The game will not be worth the candle. On the other hand, the more capable they feel, the more likely they are to succeed in the mission.</p>			
Find out our deeper motivation	<p>Exercise: you ask your participants to think about a project they have in mind and help them to determine their real motivation.</p> <p>Exercise : You can propose to participants to watch the following video https://www.tsw.co.uk/blog/leadership-and-management/vrooms-expectancy-theory/</p>	15 min 15 min		<p>Knowledge: Learn how to find a real motivation.</p> <p>Skills: to be able to find one's deeper need of reward to go to a project or not..</p> <p>Attitudes: Be a good motivator for the others</p>
2.4 Confidence and resilience				
Confidence and resilience	<p>The best way, of course is to avoid conflicts that can lead to destroy the relationship.</p> <p>But what do we call self-confidence?</p> <p>Self-confidence allows us to have a realistic view of our abilities. Believing in our abilities allows us to better manage our emotions and achieve our goals. Self-confidence is beneficial for mental health, success, decision making and resilience.</p> <p>The four main pillars...</p> <p>Consistency. ...</p> <p>Intention. ...</p>	30 min	slides 134-136	<p>Knowledge: Determine one's level of self-confidence and resilience Develop self-confidence Learn how to solve problems.</p> <p>Skills: Positive self-talk Progress not perfection</p>



	<p>Relevance. ... Results. The principal types of self-confidence: Most typologies on trust are based on the framework defined by Zucker (1986). He distinguishes three forms of trust:</p> <ul style="list-style-type: none"> ✓ interpersonal trust ✓ inter-organisational trust ✓ institutional trust. 			<p>Look after your physical and mental health. Keep problems in perspective. Connect with others. Focus on your strengths. Maintain hope Attitudes: Be confident and trust yourself.</p>
The causes of loss of self-confidence	<p>Self-deprecation is the main cause of low self-confidence. ... Having a negative mindset. ... Being surrounded by negative people. ... Positioning yourself as a victim. ... Being perfectionist about yourself. ... Ignoring and suppressing negative emotions.</p>	20 min	Slide 137	<p>Knowledge: Determine one's cause of self-depreciation and resilience Develop self-confidence Learn how be more positive. Skills: Positive self-talk Progress not perfection Look after your physical and mental health Keep problems in perspective Connect with others Focus on your strengths Maintain hope Attitudes: Be confident and trust yourself</p>
7 tips to help you trust yourself	1. Don't feel guilty. ...		Slide 138	Knowledge:



	<p>2. 2 - Helping does not mean saving. Beware of the opposite effect. ...</p> <p>3. 3 - Helping you to become aware of the problem. ...</p> <p>4. 4 - Reverse the roles. ...</p> <p>5. 5 - See each other with an outside eye. ...</p> <p>6. 6 - Dismantle the speeches. ...</p> <p>7. 7 - Offer support.</p>	20 min		<p>Discover 7 tips to be yourself</p> <p>Skills: Positive self-talk Progress not perfection Look after your physical and mental health Keep problems in perspective Connect with others Focus on your strengths Maintain hope</p> <p>Attitudes: be able to improve your self-confidence.</p>
The origins of resilience	<p>You explain that: The word resilience comes from the Latin <i>resilientia</i> and has its origins in the metallurgy sector, meaning the ability of a material to return to its initial state after a shock or under continuous pressure. In ecology, it refers to the ability of an ecosystem to return to normal functioning after a disturbance. This concept was first evoked in the 1940s by American psychologists and taken up in the 1990s by Boris Cyrulnik (French psychoanalyst and neuropsychiatrist). It is now part of everyday language thanks to his publication "Un merveilleux malheur" (Editions Odile Jacob). Adapted to the social sciences, resilience is a psychological phenomenon which consists of an individual affected by a trauma, a difficult situation or an exacerbated emotion identifying this event in such a way as to not, or no longer, experience it in a negative way. Furthermore, it may involve people who are "at risk" and who</p>	30 min	Slides 139-140	<p>Knowledge: Determine our level of self-confidence and resilience Develop self-confidence Learn how to solve problems.</p> <p>Skills: Positive self-talk Progress not perfection Look after your physical and mental health Keep problems in perspective Connect with others Focus on your strengths</p>



	<p>manage to develop without psychological damage despite an unfavourable family and social context.</p> <p>Boris Cyrulnik defines resilience as "a strategy for fighting against misfortune that allows one to take pleasure in living, despite the whisper of ghosts in the depths of one's memory".</p>			<p>Maintain hope</p> <p>Attitudes: Be more resilient. Be a better communicator.</p>
The benefits of resilience	<p>You can present the different benefits of resilience:</p> <ul style="list-style-type: none"> ✓ Stress reduction ✓ Increased self-confidence ✓ Reduced risk of depression ✓ Increased optimism ✓ Development of serenity 	40 min	Slide 141	<p>Knowledge: Determine our level of self-confidence and resilience Develop self-confidence Learn how to solve problems.</p> <p>Skills: Positive self-talk Progress not perfection Look after your physical and mental health Keep problems in perspective Connect with others Focus on your strengths Maintain hope</p> <p>Attitudes: Be more resilient. Be a better communicator.</p>
	Test: What is your resilience profile?	40 min		
Some things to cultivate: 10 keys to	<ol style="list-style-type: none"> 1 collect your emotions and explore the message they send 2 encourage mindfulness meditation to come back to the present moment and avoid anticipatory fear 	40 min	Slide 142	Knowledge:



contribute to resilience	<ul style="list-style-type: none"> 3 try letting go 4 explore resources 5 focus on positive actions 6 overcoming frustrations 7 use mental flexibility 8 use the narrative approach 9 believe in oneself 10 engage in therapeutic support 			<p>Determine our level of self-confidence and resilience</p> <p>Develop self-confidence</p> <p>Learn how to solve problems.</p> <p>Skills:</p> <p>Positive self-talk</p> <p>Progress not perfection</p> <p>Look after your physical and mental health</p> <p>Keep problems in perspective</p> <p>Connect with others</p> <p>Focus on your strengths</p> <p>Maintain hope</p> <p>Attitudes:</p> <p>Be more resilient.</p> <p>Be a better communicator.</p>
	<p>https://www.youtube.com/watch?v=B-hsVhK8FA4</p>	20 min	Video about resilience	
2.5 The life positions				
Transactional analysis and the life positions	<p>After presenting the AT, you can explain the position of life, according to the works done by Eric Berne and Karpman:</p> <p>The +/+ position: I respect myself and I respect you, I accept you as you are, I am aware of my value and yours: we are equal. This implies that I consider what you say to me, that I speak to you in an adult way, that I see our relationship in terms of cooperation and sharing.</p>		Slide 143-144	<p>Knowledge:</p> <p>Determine our level of self-confidence and resilience</p> <p>Develop self-confidence</p> <p>Learn how to solve problems.</p> <p>Skills:</p>



	<p>The -/+ position: this is a position that results in a devaluation of oneself, the other or others are much better than me, they are doing better, they are happy, and I will never be happy...: it is a depressive position that can be summarized as follows:: "I am not worth much, anyone is worth more than me".</p> <p>The +/- position: here I think that I am better than you/the others, this manifests itself in two different ways: either I look at the other person in a condescending way "You poor thing, you are not capable of doing it, let me do it", or I look at him/her in a haughty or even aggressive way "You're too bad, you're an incompetent, get out of the way so that I can do it", or "You're too bad, do as I tell you and no other way.</p> <p>It is a position of devaluation or domination, of arrogance towards the other.</p> <p>The -/- position: "I am worthless and neither are you", can be the position adopted by a child whose parents have made it clear that he or she is not welcome, who has grown up in a difficult environment and who expects nothing from anyone. They have a negative image of themselves and the world.</p> <p>Exercise: you can use the slide 145 to summarize the ideas you have just explained.</p> <p>Exercise: Ask the participants to give examples of their life. You can also start the chat with some examples you have in mind.</p>	120 min		Slide: 145	<p>Positive self-talk Progress not perfection Look after your physical and mental health Keep problems in perspective Connect with others Focus on your strengths Maintain hope</p> <p>Attitudes: Know when you are in bad life position and try to correct it. Be better in one's mind.</p>
The strokes	<p>You can ask the participant if strokes are important for them and why. Then you can introduce the AT definition of strokes: Another very important point when you want to improve your self-confidence as well as your resilience is the strokes you send and you receive. Most of the time, it's difficult to say to someone that he/she is good in what she/he does but that is an essential need. It leads to understand that we exist and it's based on the following points:</p>	20 min		Slides : 146-148	<p>Knowledge: Determine our level of self-confidence and resilience Develop self-confidence Learn how to solve problems.</p>



	<ul style="list-style-type: none"> • Exchanges, contacts that tell me that I exist in the eyes of someone else • Basic / survival need • Unit of measurement of human relationships • Defines the relationship in intensity and tone: <p>Stroke is one of the keys to behaviour: <i>If I don't get (enough) positive strokes</i> <i>I will look for negative strokes</i> <i>Which are better than...nothing</i></p> <p>Exercise: You can ask the participant to answer the grid slide 145. Once filled it will be their focus on work Ask them if it is easy or difficult to Ask Give Receive Refuse And then they will be able to know on what they have to focus to improve their communication with people and to avoid conflicts.</p>	20 min		<p>Skills: Positive self-talk Progress not perfection Look after your physical and mental health Keep problems in perspective Skills Connect with others Focus on your strengths Maintain hope Attitudes: Be able to send stroke Be able to receive strokes Be able to express the strokes one would like to receive.</p>
How to say "no"?	<p>Many psychologists have worked on this subject: why is it so difficult to say "no" to someone? Let's take the example of children... They all go through the period of affirmation of their ego and the famous "no" period. Saying "no" is a way of protecting themselves and asserting their mini-authority and personality. It is then easy for them to say "no". And they don't justify themselves because they don't feel the need to. It's "no" and that's "all"! We are all afraid of being:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Humiliated, <input type="checkbox"/> Rejected, <input type="checkbox"/> Ignored. 	40 min	Slides: 149-150	<p>Knowledge: The participant can understand why he/she cannot say "no" without feeling guilty. Skills: Adapting one's behaviour to the situation. Attitudes: Be able to say 'no' with no conflict.</p>

Slides



	<p>In addition, these three major fears can be associated with drivers called "drivers" by psychologists. Five drivers have been defined: Be perfect, Be strong, Make an effort, Hurry, Please.</p> <p>Exercise: You propose a test to find out why they can't say no.</p>	20 min	151-156 Annex Identify compelling messages	
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Module 3: Time management

Objectives	Content	Duration	Didactic aid	Objectives of the activity, skills, Knowledge:, attitudes the participants will acquire upon completion of the activity.
Introduction				
Introduce the module programme	You presents the programme of the module: content, objectives, dates and duration. He/she should be able to answer all questions	5 min	Slide 157	Presentation of the content of the module
3.1 Time blockers and stress management				
Why manage time?	Time is our most precious asset, it is a capital, it flows inexorably. If it is wasted, it leads to: <ul style="list-style-type: none"> ✓ stress, ✓ nervous tension, ✓ unnecessary costs, 	10 min	Slides 158-159	Knowledge: Learning about the psychological effect of time on people Skills: Becoming aware of what we really want to do Attitudes: Identify the causes of stress
	Does stress affect you? For this test, You will propose to the participants to choose the problems they meet in their daily life:	10 min	Slide 160	
	Physical manifestations <ul style="list-style-type: none"> ✓ Sleep disturbances ✓ Increased or decreased appetite ✓ General fatigue ✓ Difficulty in relaxing, nervous tics ✓ Muscle tension, tremors ✓ Sweating, hot flashes 	20 min	Slide 161	



	<ul style="list-style-type: none"> ✓ Headaches ✓ Dizziness ✓ Difficulty breathing, feeling of suffocation ✓ Accelerated heartbeat ✓ Digestive problems (heartburn, abdominal cramps, diarrhoea) <p>Psychological (emotional and cognitive) manifestations</p> <ul style="list-style-type: none"> ✓ Worries ✓ Unstable mood, irritability ✓ Fear that the worst will happen ✓ Fear of losing control ✓ Difficulty making decisions ✓ Decreased motivation ✓ Change in sexual interest ✓ Difficulty concentrating ✓ Memory lapses, forgetfulness ✓ Depression ✓ Sense of vulnerability ✓ Lack of self-confidence <p>Behavioural manifestations</p> <ul style="list-style-type: none"> ✓ Late or no-shows for appointments ✓ Nail biting, tics, quirks ✓ Looking at the time often ✓ Skipping meals or eating fast food ✓ Smoking more ✓ Drinking more alcohol ✓ Using drugs or medication ✓ Avoiding situations (people, places) ✓ Putting things off ✓ Checking things over and over again 		Slide 162	<p>Knowledge: Discover the effects of stress on human beings.</p> <p>Skills: Be able to understand what is our stress origin.</p> <p>Attitudes: be able to manage our stress</p>
			Slide 163	



	After this constatation, you can ask your participants: What would you do if you had more time? And why don't you do it?	10 min		
The basic properties of time	You should make the participants aware of the characteristics of time. He/she can introduce them and ask each one which characteristics bother them the most in their daily life. <ul style="list-style-type: none">✓ Time cannot be stored✓ Time cannot be increased✓ Time cannot be divided✓ Time cannot be given away✓ Time cannot be reclaimed✓ Time cannot be saved✓ Time cannot be bought✓ Time cannot be sold✓ Time cannot be accelerated✓ Time cannot be slowed down✓ The use of time is individual and can be influenced✓ The perception of time is subjective and influenceable	10 min	Slide 164	Knowledge: Learn the basic properties of time Skills: Understand the reality of time management. Attitudes: Be more patient in front of a time problems.
The subjective duration of time	You should then make the participants understand that time is objectively measurable but subjectively experienced. The subjective perception and evaluation of events influence our notion of time. Subjective duration and objective duration of time: Waiting for the bus alone or with a friend. You asks each participant how he/she feels about the subjectivity of time and under what circumstances he/she has experienced corresponding episodes on this subject.	10 min	Slide 165	Knowledge: Learn the basic properties of time Skills: Understand the reality of time management. Attitudes: Be more patient in front of a time problems.



<p>Definition of time management</p>	<p>The concept of time management is actually misleading and contradictory, in that time flows regardless of how we plan it. Time itself cannot be managed. You can tell the participants that what they can manage is themselves and their relationship with time. Time management is therefore, in fact, a specific part of self-management.</p>	<p>10 min</p>	<p>Slide 166</p>	<p>Knowledge: Learn what is time management Skills: be able to understand why we have to manage time Attitudes: plan your time management</p>
<p>What is your conception of time (test)?</p>	<p>You explains that bit's important to becoming aware of one's behaviour when there is too much to do and not enough time You explains the difference between being reactive and proactive and asks the participants if they are reactive or proactive. When everyone has answer what it seems evidence for them, You can propose a test, just to check if the participants know themselves.</p>	<p>40 min 20 min</p>	<p>Slide 167</p>	<p>Knowledge: understand what is the conception of time. Skills: be able to know why you waste time. Attitudes be a good planner.:</p>
<p>What are your time crunchers?</p>	<ul style="list-style-type: none"> ✓ You presents all the time crunchers, it can be: ✓ Because of others: ✓ The meeting ✓ file searches ✓ employees looking for information, ✓ the telephone, ✓ changing objectives, ✓ emergencies, ✓ customers asking for help, ✓ travel, ✓ interviews that go on for a long time, ✓ boss always on your back ✓ not to know how to say 'No' ✓ Because of you ✓ your personal concerns, 	<p>10 min</p>	<p>Slides 168-170</p>	<p>Knowledge: learn about the time crunchers. Skills: Discover your time crunchers. Attitudes: be better organized</p>



	<ul style="list-style-type: none"> ✓ the lack of order, ✓ external disturbances, ✓ the time of day. ✓ You want to do everything at the same time, ✓ You don't delegate enough. ✓ You have a bad organisation, ✓ You are too much perfectionist, 			
	Exercise: what are your time crunchers?	20 min		
What drives your conception of time?	<p>Something very important in the time management is our own time conception, it depends on:</p> <p>A personal choice, depending on one's objectives: an executive who works 10 hours a day may be just as satisfied with his organisation as one who decides to leave at 6 p.m.</p> <p>Cultural conditioning: the Anglo-Saxons have invented a managerial time that corresponds to the monochronic culture, whereas the Latins are polychronic.</p> <p>Our temperament. The routine person is quick to confront his incompetence, some need the unexpected, the pleasure of a relationship. Losing time is an attitude that allows some to better resist anxiety and pressure.</p> <p>Others are naturally scrambling and constantly dispersing themselves, or are of a slow and cautious temperament (see test of the main tendencies of your behaviour in time management),</p> <p>Finally, most often, our working methods are at fault!</p>	10 min	Slide 171	<p>Knowledge: learn about your drivers</p> <p>Skills: Be able to understand and to change your time conception</p> <p>Attitudes: Have a good conception on the way you organize your time.</p>
3.2 Define and prioritize your activities				
Preparing to invest in change	<p>We have to accept and anticipate changes: To change the way we act and work, we have to want to, we have to find our energy and accept to lose time to gain time by reorganizing.</p> <p>The desire + a few techniques allow you to better control your time.</p>	5 min	Slide 172	<p>Knowledge: understand the importance of the change management.</p> <p>Skills: be able to manage changes</p> <p>Attitudes: accept changes easier.</p>



Some concepts	<p>You introduces some concepts that can help in managing time:</p> <p>Some concepts</p> <p>The Eisenhower matrix</p> <p>The priority pyramid</p> <p>Parker's law</p> <p>Pareto's law</p> <p>The theory adapted to time</p>	5 min	Slide 173	<p>Knowledge: Learn about the concepts dealing with time:</p> <p>Skills: be able to organize your activities</p> <p>Attitudes: be less stress with a good planning</p>
The Eisenhower principle	<p>What is the Eisenhower Matrix?</p> <p>The Eisenhower Matrix, also referred to as Urgent-Important Matrix, helps you decide on and prioritize tasks by urgency and importance, sorting out less urgent and important tasks which you should either delegate or not do at all.</p> <p>Where does the name come from?</p> <p>Dwight D. Eisenhower was the 34th President of the United States from 1953 until 1961. Before becoming President, he served as a general in the United States Army and as the Allied Forces Supreme Commander during World War II. He also later became NATO's first supreme commander. Dwight had to make tough decisions continuously about which of the many tasks he should focus on each day. This finally led him to invent the world-famous Eisenhower principle, which today helps us prioritize by urgency and importance.</p> <p>How to use the Eisenhower Matrix?</p> <p>Prioritizing tasks by urgency and importance results in 4 quadrants with different work strategies:</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="background-color: #92d050; padding: 10px; width: 45%;"> <p>① Do First</p> <p>First on important tasks to be done the same day.</p> </div> <div style="background-color: #4a86e8; padding: 10px; width: 45%;"> <p>② Schedule</p> <p>Important, not-so-urgent should be scheduled.</p> </div> </div>		<p>Slides 174-175</p> <p>Slide 176</p> <p>Slide 177</p>	<p>Knowledge: Learn about the concepts dealing with time:</p> <p>Skills: be able to organize your activities</p> <p>Attitudes: be less stress with a good planning</p>



	<p>③ Delegate What's urgent, but less important, delegate to others.</p>	<p>④ Don't Do What's neither urgent nor important, don't do at all.</p>	<p>20 min</p> <p>20 min</p>		
<p>We call the first quadrant Do first as its tasks are important for your life and career and need to be done today or tomorrow at the latest. You could use a timer to help you concentrate while trying to get as much of them done as possible. An example of this type of task could be to review an important document for your manager.</p> <p>The second quadrant we call Schedule. Its tasks are important but less urgent. You should list tasks you need to put in your calendar here. An example of that could be a long-planned restart of your gym activity. Professional time managers leave fewer things unplanned and therefore try to manage most of their work in the second quadrant, reducing stress by terminating urgent and important to-dos to a reasonable date in the near future whenever a new task comes in.</p> <p>The third quadrant is for those tasks you could delegate as they are less important to you than others but still pretty urgent. You should keep track of delegated tasks by e-mail, telephone or within a meeting to check back on their progress later. An example of a delegated task could be somebody calling you to ask for an urgent favour or request that you step into a meeting. You could delegate this responsibility by suggesting a better person for the job or by giving the caller the necessary information to have him deal with the matter himself.</p> <p>The fourth and last quadrant is called Don't Do because it is there to help you sort out things you should not be doing at all. Discover and stop bad habits, like surfing the internet without a reason or gaming too long, these give you an excuse for not being able to deal with important tasks in the 1st and 2nd quadrant.</p> <p>Exercise: use the matrix to prioritize your activities</p>					

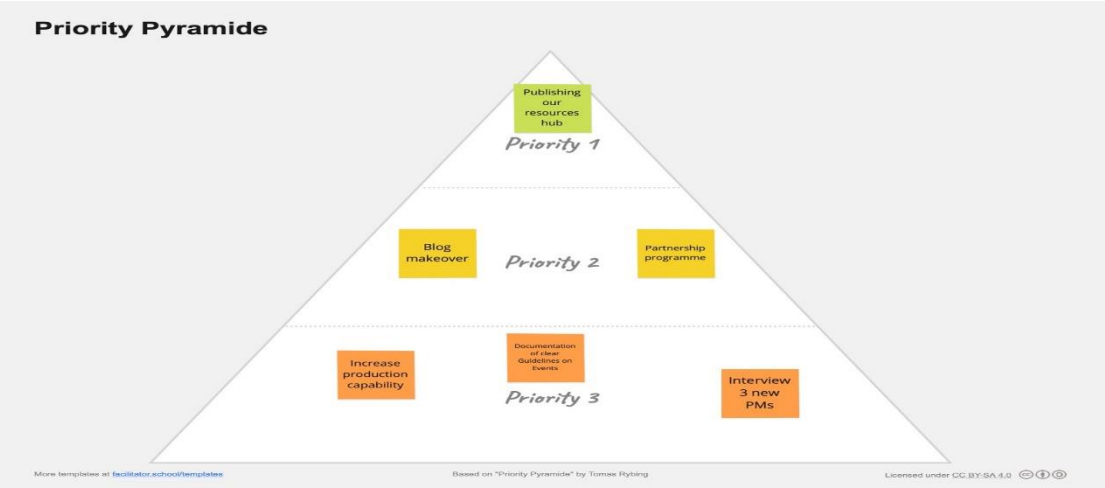


	<p>5 time management tips when working with the Eisenhower Matrix</p> <p>Putting things to-do on a list frees your mind. But always question what is worth doing first.</p> <ol style="list-style-type: none"> 1. Try limiting yourself to no more than eight tasks per quadrant. Before adding another one, complete the most important one first. Remember: It is not about collecting but finishing tasks. 2. You should always maintain only one list for both business and private tasks. That way you will never be able to complain about not having done anything for your family or yourself at the end of the day. 3. Do not let you or others distract you. Do not let others define your priority. Plan in the morning, then work on your stuff. And in the end, enjoy the feeling of completion. 4. Finally, try not to procrastinate that much. Not even by over-managing your to-dos. 5. Finally, try not to procrastinate that much. Not even by over-managing your to-dos. <p>Exercise: you can also show the video: https://youtu.be/tT89OZ7TNwc</p>	<p>20 min</p> <p>10 min</p>	<p>Slide 178</p> <p>Reading - The 7 Habits of Highly Effective effective people by Stephen Covey</p>	
<p>The pyramid of priorities</p>	<p>What is a Priority Pyramid?</p> <p>The priority pyramid is a visual prioritization method that helps to make decisions on the most important things to work on. Through limited space the group is guided to filter tasks and agree on priorities.</p> <p>How does a Priority Pyramid work?</p> <p>Step 1: Sorting Out</p> <p>Sort out all voted post-its and place them on the pyramid canvas.</p>		<p>Slides 179-181</p>	<p>Knowledge: Learn about the concepts dealing with time:</p> <p>Skills: be able to organize your activities</p>



	<p><i>Tip: Make sure that you didn't vote on duplicates or that some voted items aren't much the same</i></p> <p>Step 2: Visualisation Place the top voted post-it on the top of the pyramid. Add different layers below according to their number of votes. If post-its have the same number of votes they stay on the same level next to each other.</p> <p><i>Tip: Ask if the group agrees to that problem being the most important one to solve</i></p> <p>Example: What is a good example for a Priority Pyramid? A good example of the Priority Pyramid is to use it as part of a planning meeting. The group can use the three areas of the pyramid to organise all project options and come to a consensus on the priority.</p> <p>Below, you see an example of what such a priority pyramid could look like at the end. As you can see, this provides a clear visualisation of all options that the group could focus on in different levels of importance.</p> <p>Exercise: organize your activities.</p>	30 min		<p>Attitudes: be less stress with a good planning</p>
		20 min	Slide 182	



	<p>Priority Pyramide</p>  <p>Exercise: you can ask your participants to draw their own priorities matrix and to present it to the group..</p>	30 min		
Parkinson's law	Parkinson's law is the adage that "work expands so as to fill the time available for its completion." It is sometimes applied to the growth of bureaucracy in an organization, but can be applicable to all forms of work.	10 min	Slides 183-184	<p>Knowledge: Learn about the concepts dealing with time: Skills: be able to organize your activities Attitudes: be less stress with a good planning</p>
Pareto's principle	The Pareto principle states that for many outcomes, roughly 80% of consequences come from 20% of causes (the "vital few") Other names for this principle are the 80/20 rule, the law of the vital few, or the principle of factor sparsity.		Slides 185-186	Knowledge::

	<p>Management consultant Joseph M. Juran developed the concept in the context of quality control and improvement after reading the works of Italian sociologist and economist Vilfredo Pareto, who wrote about the 80/20 connection while teaching at the University of Lausanne. In his first work, Cours d'économie politique, Pareto showed that approximately 80% of the land in the Kingdom of Italy was owned by 20% of the population. The Pareto principle is only tangentially related to the Pareto efficiency.</p> <p>Mathematically, the 80/20 rule is roughly described by a power law distribution (also known as a Pareto distribution) for a particular set of parameters. Many natural phenomena distribute according to power law statistics. It is an adage of business management that "80% of sales come from 20% of clients"</p>	10 min		<p>Learn about the concepts dealing with time:</p> <p>Skills: be able to organize your activities</p> <p>Attitudes: be less stress with a good planning</p>
3.3 Plan your activities				
Pareto's theory adapted to time	<p>Pareto theory can be adapted to time management. Never load your agenda at 100%, always keep 20% for unknown events.</p> <p>1) Avoiding unnecessary tasks: the most important part of management is to avoid time-consuming tasks that do not produce effective results.</p> <p>2) Foresight: When planning, tasks must be chosen carefully to ensure future returns. Today's solutions have a definite impact on tomorrow's results.</p> <p>3) Keeping an eye on high value tasks: Efforts should be streamlined to focus on the important 20%. If you work in this way over a period of time, the results will be beneficial.</p> <p>Exercise: you ask your participants to try to do an agenda with enough time for unknown events such as a phone call, an email, a visit, etc.</p>	15 min	Slide 187	<p>Knowledge: Learn to break down the activities you want to do in the near future Learn to sequence and prioritise activities</p> <p>Skills: Be more organised in daily life</p> <p>Attitudes: Proactivity</p>
Some techniques	<p>You presents some techniques used to manage time, such as:</p> <p>Colour coding Appropriate use of technology Reading technique</p>	5 min		<p>Knowledge: Learn about the concepts dealing with time:</p>



	The NERAC technique			Skills: be able to organize your activities Attitudes: be less stress with a good planning
Colour coding	To use coloured codes to see at the first time what should be done, Ask the participants to use colour in the agenda they have done previously.	10 min	Slide 188	Knowledge: Learn about the concepts dealing with time: Skills: be able to organize your activities Attitudes: be less stress with a good planning
Appropriate use of technology	Use the technologies in the right way: Whatever the "machine" is, it is at your service, not the other way around. <ul style="list-style-type: none"> ✓ Don't switch off your mobile phone but put it on vibrate mode and look at who is calling you, it's urgent or important, otherwise let the person leave you a message. ✓ Use two phones: one private and one professional ✓ Use e-mail, the internet in general, and organizers. Dictaphone and other digital recorders. ✓ Do you have a computer or technical problem that is beyond your competence? ✓ Give yourself a time limit to solve it, beyond that call an expert. We all have a champion friend ready to help us. 	10 min	Slide 189	Knowledge: Learn about the concepts dealing with time: Skills: be able to organize your activities Attitudes: be less stress with a good planning
Reading technique	Reading technique. 4 reading stages, the passage to the next stage is not automatic, far from it!		Slide 190	Knowledge:



	<p>1st stage, search mode: very fast reading, 10 seconds maximum per page, I don't really read, I look for what interests me. I'm not interested, I don't go further, I'm interested phase 2.</p> <p>2nd stage: fast reading. I read what interests me, a few minutes are enough. If it is really interesting or useful: stage 3.</p> <p>3rd Stage: in-depth reading. The article is identified, I take the time to read it quietly. In some cases I move on to stage 4.</p> <p>4th Stage: archiving. The article is worth keeping. The important points are highlighted, annotated and then archived.</p> <p>Exercise: you can propose to the participants to try to read quickly with a very simple text you choose.</p>	10 min		Learn about the concepts dealing with time: Skills : be able to organize your activities Attitudes : be less stress with a good planning
		20 min	Read a small text.	
The NERAC method	<p>As a reminder, here is what NERAC means:</p> <p>Note down the activities to be carried out</p> <p>Estimate the duration for each activity</p> <p>Reserve time for the unexpected - add 1/3 of the time</p> <p>Arbitrate by priority - Eisenhower matrix</p> <p>Control activities</p> <p>After giving some examples, you can ask the participants to organize an event using the NERAC method</p>	20 min	Slide 191	<p>Knowledge: Learn about the concepts dealing with time:</p> <p>Skills: be able to organize your activities</p> <p>Attitudes: be less stress with a good planning</p>
		20 min		
3.4 Plan the future without any stress				
Evaluating time	<p>Knowing how to evaluate time: durations, deadlines, start date, workload, to be more relax. Ask the participant to draw a list of activities and to try to evaluate the time needed using an analogical method.</p> <p>You can give them an example you have created.</p>	40 min	Slide 192	<p>Knowledge: learn how to evaluate the duration of an activity</p> <p>Skills: Be able to organize all the activities of a day.</p> <p>Attitudes:</p>



				be positive in front of a busy day. Be better organized.
Planning	<p>You should explain that we have to</p> <ul style="list-style-type: none"> ✓ Love your to-do list (even if it's things we don't like doing) ✓ Make a daily to-do list ✓ Set aside an hour of quiet time each day ✓ Organise your work according to your natural energy cycle ✓ Define and manage your "response policy" ✓ Start with the most important tasks ✓ To achieve your goals, keep interruptions to a minimum ✓ Establish a strategy for managing instant messaging ✓ Choose the moment of a day where you are the most efficient 	30 min	Slides 193-194	<p>Knowledge: Learn to plan your daily activities so that you don't waste time Know how to plan an agenda</p> <p>Skills: Be more organised in daily life</p> <p>Attitudes: Proactivity</p>
Setting priorities	<p>Some reactions we should have to be a better planner:</p> <ul style="list-style-type: none"> ✓ Learning to recognise our shortcomings ✓ Learn to say no with courtesy ✓ Ranking priorities in order of importance ✓ Avoiding procrastination 	20 min	Slide 195	<p>Knowledge: Learn to break down the activities you want to do in the near future. Learn how to sequence and prioritize activities.</p> <p>Skills: be more organized in daily life</p> <p>Attitudes: Proactivity</p>
Procrastination	<p>You explain what is the procrastination: to can ask the participants why we procrastinate some time to time, maybe more often than acceptable. Here are some reasons to put off doing what one should be doing today?:</p>		Slides 196-197	<p>Knowledge: discover what is procrastination</p>



	<ul style="list-style-type: none"> ✓ Fear of failure ✓ Fear of success, fear of succeeding ✓ Fear of losing autonomy and independence ✓ Fear of being alone, of loneliness and isolation ✓ Perfectionism <p>Exercise: you let the participants realize if they procrastinate or not and you propose the test</p>	30 min 30 min	Annex 7 - Do you procrastinate?	<p>Skills: be able to understand why you procrastinate</p> <p>Attitudes: Try to stop to procrastinate.</p>
What are your priorities today	<p>Exercise : you will let the participants think alone for some time in order they can feel the small questionnaire: what are your priorities today:</p> <p>Work ? Family ? Leisure time ? Health ?</p>	30 min	Slides 198-199	<p>Knowledge: learn how to define priorities</p> <p>Skills: discover your priorities</p> <p>Attitudes: react in function of your priorities</p>



Module 4: Conflicts management

Objectives	Content	Didactic aid	Duration	Objectives of the activity, skills, Knowledge:, attitudes the participants will acquire upon completion of the activity.
Introduction				
Introduce the module programme	You presents the programme of the module: content, objectives, dates and duration. He/she should be able to answer all questions	15 min	Slide 200	Presentation of the content of the module.
4.1 The different types of conflicts				
The conflict: a necessity ?	You explains that a conflict can be a necessity as it allows people to express themselves and to be in competition. It can also allow to clarify misunderstanding. And it is especially a way to discover that someone has different needs. <ul style="list-style-type: none"> ✓ This is a sign to consider: ✓ The expression of a need ✓ The expression of a conviction ✓ The expression of a problem to be solved 	5 min	Slide 201	Knowledge: Learn the different types of conflicts Skills: Determine his/her needs to fulfil to be satisfied. Understand that we don't all have the same needs. Attitudes: Be open to the needs of others.
Conflicts and disagreements?	Conflict and disagreement: what are the differences? When we talk about conflict, we are not talking about simple disagreements. Conflict is at the heart of effective teamwork and healthy collaboration. Encouraging your team members to be open and honest with each other is an integral part of team collaboration. When your colleagues disagree, it means that they	10 min	Slide 202	Knowledge: Learn the different types of conflicts Skills: Determine his/her needs to fulfil to be satisfied.



	<p>do not hesitate to share their opinions and confront them in order to find the best solution together. So in small doses, disagreements can be positive.</p> <p>When does it become a problem? A disagreement becomes a conflict when one or more team members feel anxious and unable to be fully themselves at work. This may mean that the disagreement has become personal or that it has revealed a larger problem within the team. In these situations, you can adopt various conflict resolution strategies to better understand the causes of the conflict and find a solution together with your team.</p>			<p>Understand that we don't all have the same needs.</p> <p>Attitudes: Be open to the needs of others.</p>
The different level of conflicts	<p>We can find three common level of conflicts:</p> <p>Latent conflict: When the "stages of conflict" are listed by conflict scholars, the first phase is often listed as "latent conflict" or "unstable peace," It exists whenever individuals, groups, organizations, or nations have differences that bother one or the other, but those differences are not great enough to cause one side to act to alter the situation. Differential power, resources, differing interests or values all have the potential to spark conflict if a triggering event occurs. Citing Collins, Paul Wehr observed that, "social life is above all a struggle for power and status regardless of the type of structure. An inevitable power differential between groups, and between individuals, produces latent conflict in all social relations."</p> <p>The suppressed conflict: Conflict suppression is a superficial and often temporary state that leaves the situation open to future conflicts over similar issues.</p>	15 min	Slides 203-206	<p>Knowledge: Learn the different types of conflicts</p> <p>Skills: Determine his/her needs to fulfil to be satisfied. Understand that we don't all have the same needs.</p> <p>Attitudes: Be open to the needs of others.</p>



	<p>And open conflict: An open conflict is one where the protagonists show great hostility towards each other. This may lead to verbal or physical fighting.</p>			
The different types of conflicts	<p>There are three large types of conflicts:</p> <p>The conflicts of needs: They arise when some members of a team, a family or a group have contradictory or irreconcilable needs. The definition of objectives, the organisation of work and the sharing of responsibilities often become sources of conflicting needs. Needs for belonging, recognition, security or physiological needs.</p> <p>Conflicts of opinion; -Conflicts of ideas: the disagreement between the parties concerns different opinions, points of view, perceived as opposed - Conflicts of values: the dispute concerns a life choice, an ideology. - Conflicts of interest: there is a divergence of interests between groups or individuals. - Conflicts of persons: these arise from reactions of antipathy and competition. The factors evoked are linked to others, to oneself or to the environment. - Conflicts of position: this type of conflict arises when, in an exchange, people take up positions based on different ideologies. Each person has a position that may be based on a model that has been unconsciously integrated and never questioned or reflected upon.</p> <p>Conflict of interest A conflict of interest can be defined as a situation where one or more persons or institutions are at the centre of a decision where their objectivity and neutrality may be questioned.</p>	20 min	Slides 207-210	<p>Knowledge: Learn the different types of conflicts</p> <p>Skills: Determine his/her needs to fulfil to be satisfied. Understand that we don't all have the same needs.</p> <p>Attitudes: Be open to the needs of others.</p>



	Exercise: ask the participant to list the types of conflicts they meet in their daily life			
The different causes of conflicts	<p>Before presenting the following slide , you can ask the group if they know the different causes of conflicts. You can do it using post it or simply orally by asking participants to give an example of a conflict they have had to deal with. You don't ask them to tell you about a conflict they haven't got out of yet. They can only tell about a conflict if they have managed to resolve it.</p> <p>For all the 4 following items , ask the participants if they have already met such a conflict.</p>	<p>10 min</p> <p>10min</p>		<p>Knowledge: Learn the different types of conflicts</p> <p>Skills: Determine his/her needs to fulfil to be satisfied. Understand that we don't all have the same needs.</p> <p>Attitudes: Be open to the needs of others.</p>
The misunderstanding	There is the misunderstanding which is a conflict that must be resolved very quickly with good communication. A good reformulation often avoids misunderstanding.	5 min	Slide: 211	<p>Knowledge: Learn the different types of conflicts</p> <p>Skills: Determine his/her needs to fulfil to be satisfied. Understand that we don't all have the same needs.</p> <p>Attitudes: Be open to the needs of others.</p>
Psychological	The causes of conflicts can be psychological with personality differences. Misunderstandings due to different histories, cultures, beliefs and values.	5 min	Slide: 212	<p>Knowledge: Learn the different types of conflicts</p> <p>Skills:</p>



	These causes lead to insecurity and a feeling of danger. The result is tension, stress, sabotage, upheaval and fighting.			Determine his/her needs to fulfil to be satisfied. Understand that we don't all have the same needs. Attitudes: Be open to the needs of others.
Conflicts linked to the company	Conflicts can also arise within the company if there is a poor definition and distribution of tasks. Interdependencies between tasks, cumbersome and routine working methods and of course a lack of communication.	5 min	Slide: 213	Knowledge: Learn the different types of conflicts Skills: Determine his/her needs to fulfil to be satisfied. Understand that we don't all have the same needs. Attitudes: Be open to the needs of others.
Generational conflicts	Many conflicts are also caused by generational differences. "A generation is a special group whose members are close in age and have gone through similar life events at key stages of their development. However, their reactions and opinions differ".	5 min	Slide: 214	Knowledge: Learn the different types of conflicts Skills: Determine his/her needs to fulfil to be satisfied. Understand that we don't all have the same needs. Attitudes: Be open to the needs of others.



Some techniques to avoid conflicts	<p>Before seeking to resolve a conflict, it is best to seek to avoid the conflict.</p> <p>This can be achieved through good group cohesion, whether at work or among friends, or at home. Have a team spirit and solidarity. It is important in any group of people that roles and responsibilities are defined and recognised. With good active listening and caring, many conflicts can be avoided.</p>	15 min	Slide: 215	<p>Knowledge: Learn the different types of conflicts</p> <p>Skills: Determine his/her needs to fulfil to be satisfied. Understand that we don't all have the same needs.</p> <p>Attitudes: Be open to the needs of others.</p>
The steps to avoid conflicts	<p>There are steps to follow to avoid conflict:</p> <p>Anticipate: define a goal, clarify the situation, do not try to provoke conflicts.</p> <p>Think: try to have an open mind, encourage reflection, put yourself in the other person's shoes</p> <p>self-confidence: self-affirmation, self-acceptance, non-judgmental</p> <p>developing communication skills: Feedback, Saying "no", Hearing criticism and reformulating</p>	15 min	Slide: 216	<p>Knowledge: Learn the different types of conflicts</p> <p>Skills: Determine his/her needs to fulfil to be satisfied. Understand that we don't all have the same needs.</p> <p>Attitudes: Be open to the needs of others.</p>
4.2 Different reactions to conflict and how to change negative actions				
The common reactions face to changes	<p>What is the reaction to a change?</p> <p>A reaction is how you feel at the moment of the change. It's immediate, it's instinctive, and it happens before you're able to process things. Responding, on the other hand, is a conscious choice you make. It's the path you choose to take when moving forward.</p>		Slide: 217	<p>Knowledge: Learn the different reactions face to change</p> <p>Skills: Improve our relationship with other, especially</p>



	<p>The 5 Stages of change The 5 Stages of Grief or change is a theory developed by psychiatrist Elisabeth Kübler-Ross. It suggests that we go through five distinct stages after the loss of a loved one. These stages are denial, anger, bargaining, depression, and finally acceptance.²</p> <p>Denial In the first stage of the grieving process, denial helps us minimize the overwhelming pain of loss. As we process the reality of our loss, we are also trying to survive emotional pain. It can be hard to believe we have lost an important person in our lives, especially when we may have just spoken with them the previous week or even the previous day. During this stage in grieving, our reality has shifted completely. It can take our minds time to adjust to our new reality. We reflect on the experiences we've shared with the person we lost, and we might find ourselves wondering how to move forward in life without this person. This is a lot of information to explore and a lot of painful imagery to process. Denial attempts to slow this process down and take us through it one step at a time, rather than risk the potential of feeling overwhelmed by our emotions. Denial is not only an attempt to pretend that the loss does not exist. We are also trying to absorb and understand what is happening.</p> <p>Anger The second stage in grieving is anger. We are trying to adjust to a new reality and are likely experiencing extreme emotional discomfort. There is so much to process that anger may feel like it allows us an emotional outlet. Keep in mind that anger does not require us to be very vulnerable. However, it may feel more socially acceptable than admitting we</p>	40 min		<p>when we are face to a change. Attitudes: Determine one's reaction when we have to face a change and be able to have a good reaction.</p>
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	<p>are scared. Anger allows us to express emotion with less fear of judgment or rejection.</p> <p>Anger also tends to be the first thing we feel when starting to release emotions related to loss. This can leave us feeling isolated in our experience. It can also cause us to be perceived as unapproachable by others in moments when we could benefit from comfort, connection, and reassurance.</p> <p>Bargaining</p> <p>When coping with loss, it isn't unusual to feel so desperate that you are willing to do anything to alleviate or minimize the pain. During this stage in grieving, you may try to bargain to change the situation, agreeing to do something in return for being relieved of the pain you feel.</p> <p>When bargaining starts to take place, we often direct our requests to a higher power, or something bigger than us that may be able to influence a different outcome. Bargaining during the grieving process can come in the form of a variety of promises, including:</p> <ul style="list-style-type: none">• "God, if you can heal this person, I will turn my life around."• "I promise to be better if you will let this person live."• "I'll never get angry again if you can stop him/her from dying or leaving me." <p>There is an acute awareness of our humanness in this stage of grieving; when we realize that there is nothing, we can do to influence change or create a better end result.</p> <p>Bargaining comes from a feeling of helplessness and gives us a perceived sense of control over something that feels so out of control. During bargaining, we tend to focus on our personal faults or regrets. We might look back at our interactions with the person we are losing and note all the times we felt disconnected or may have caused them pain.</p>			
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	<p>It is common to recall times when we may have said things we did not mean and wish we could go back and behave differently. We also sometimes make the drastic assumption that if things had played out differently, we would not be in such an emotionally painful place in our lives.</p> <p>Depression During our experience of processing grief, there comes a time when our imaginations calm down and we slowly start to look at the reality of our present situation. Bargaining no longer feels like an option and we are faced with what is happening. In this stage of grieving, we start to feel the loss of our loved one more abundantly. Our panic begins to subside, the emotional fog begins to clear, and the loss feels more present and unavoidable. In those moments, we tend to pull inward as the sadness grows. We might find ourselves retreating, being less sociable, and reaching out less to others about what we are going through. Although this is a very natural stage in the grieving process, dealing with depression after the loss of a loved one can be extremely isolating.</p> <p>Acceptance The last of the 5 Stages of Grief is acceptance. When we come to a place of acceptance, it is not that we no longer feel the pain of loss. Instead, we are no longer resisting the reality of our situation, and we are not struggling to make it something different. Sadness and regret can still be present in this phase. But the emotional survival tactics of denial, bargaining, and anger are less likely to be present during this phase of the grieving process.</p> <p>Exercise: you can also show a video which is in the slide 218.</p>			
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		30 min	Slide: 218	
<p>Individual reactions face to change</p>	<p>Our attitude towards change is obviously different if we perceive a change as positive or as negative, our choice or forced upon on us, well-timed or badly-timed, temporary or permanent. The impact of change on our personal life or our work is another factor in how we may deal with change.</p> <p>Resistance to change conveys positive representations (strength, ability to endure, endure) but when associated with change, it is associated with essentially negative behaviours of immobility, or even opposition.</p> <p>We find four types of behaviour:</p> <p>The active committer: who is for the change.</p> <p>The passive committer:</p> <p>Quiet, unobtrusive and reluctant to engage publicly in change: .</p> <p>The passive resistant:</p> <p>does not engage but does not oppose either The causes of resistance to change: individual, collective and change-related causes.</p> <p>The active resistant; fight against the change.</p> <p>Individual causes</p> <p>The most studied causes remain the individual components of resistance to change.</p> <p>Personal interest: the individual will naturally prioritise his or her personal interest over that of the group or the organisation. Change can quickly provoke resistance if it affects personal interests.</p> <p>Lack of self-confidence: change is recognised as a powerful stressor. The individual tends to consider that he or she may not be competent enough to cope with the change. The mismatch</p>	30 min	Slide 219	<p>Knowledge: Learn the different reactions according to the type of change</p> <p>Skills: Improve our relationship with other, try to understand how we react.</p> <p>Attitudes: Determine one's reaction when we are in conflict an discover our reaction face to change</p> <p>Knowledge: Learn the different cause of our reaction face to change</p> <p>Skills: Improve our relationship with other, to understand our behaviour.</p> <p>Attitudes:</p>



<p>The four types of change resistance</p>	<p>between existing skills and the new ones needed can be a source of stress. Fear of the unknown: change means losing something known and entering into a worrying uncertainty. Resistance to change is a natural reaction of protection and defence against an identified imbalance. Loss of control follows logically from the previous notion. Change leads to the loss of a form of control, of power to act on the known organisation. Here, change is not systematically considered as a problem. If it allows the actors to create room for manoeuvre, comfort zones, it will be better accepted.</p> <p>Carton (1997) suggests four forms of resistance to change:</p> <p>Inertia: this is characterised by a form of acceptance of change but without visible reaction and above all without action. The individual is cautious, waiting to see what happens to justify this passive behaviour. Argumentation: resistance through argumentation is productive, the exchange makes it possible to integrate the change and also to negotiate its development. Rebellion is an active and explicit form of resistance. It can take the form of refusal to change but also of strike or resignation. Sabotage: it aims to discredit the change project or its bearer, to scupper it by pernicious means.</p>	<p>30 min</p>	<p>Slides 220-221</p>	<p>Determine one's type of resistance face to change.</p>
<p>What is the best way to react to change ?</p>	<p>Here are some advice to follow:</p> <ul style="list-style-type: none"> • Be non-active. • Be reactive. • Be proactive and positive. 	<p>20 min</p>	<p>Slide: 222</p>	<p>Knowledge: Learn the best way to react Skills:</p>



	<ul style="list-style-type: none"> • Acknowledge: that change is part of life. Nothing would exist without change. ... • Accept your emotions. ... • Reframe the situation to see the positive. ... • Action is required because decisions, not conditions, determine your path. 			<p>Improve our reaction face to change.</p> <p>Attitudes: Accept our reaction and understand the reaction of others.</p>
	Exercise: ask the participants to tell a change that happened in their life and how they reacted.	30 min		
4.3 Our needs to live in harmony				
Manage the conflicts: the different steps	<p>You can ask the participants what are, according to them, the different steps to manage a conflicts. Then you can propose the slide 207. Then for each sentence, ask them how it could be done.</p> <p>Identifying the beginnings of conflict: for example by practising active listening, paying attention to non-verbal communication. Even if the words are kind and the smile is there, sometimes we can see a stiffness in the attitude of the person facing us...</p> <p>Diagnose and analyse the different types and levels of conflict: identify whether we are dealing with an open or latent conflict and whether it is a conflict of interests, of needs...</p> <p>Recognising one's sphere of influence to deal with the conflict: it is important to know where one's place is because intervening in a conflict if it is not legitimate, if it is not within one's competence or power can lead to an even more serious conflict.</p> <p>Mobilising internal resources in conflict situations: what resources do I have at my disposal to resolve the conflict. Am I able to manage it myself or do I need to call on another person? then we will be ready to regulate and exit the conflict</p>	10 min	Slide: 223	<p>Knowledge: Learn the different ways to manage a conflicts</p> <p>Skills: Improve our relationship with other, especially when we are in conflicts.</p> <p>Attitudes: Be able to manage a conflict.</p>
The five strategies to solve a conflict	<p>Forcing/dominance (I win - you lose) by hierarchical authority by physical force by majority support</p>	20 min	Slide: 224-225	<p>Knowledge: Learn the different ways to manage a conflicts</p> <p>Skills:</p>



	<p>by law enforcement</p> <p>Appeasement (win-lose) Instead of trying to win at the expense of the other, the other is allowed to win in the hope of avoiding the consequences of a long and costly conflict.</p> <p>Disengagement / flight (failure - failure) A partner postpones negotiations again and again or makes excuses at the last minute in a repeated manner.</p> <p>Integration/collaboration (win-win) The parties seek a consensus, i.e. a solution that is acceptable to everyone, not because there is no better way, but because the pie has been enlarged. If the parties have had to make concessions, they feel that these have been balanced by attractive gains. A particular mode of this approach is where the parties seek a common higher goal that neither can achieve on its own and which replaces the individual goals that separate them.</p> <p>Compromise The parties haggle until they find a balance which, while not considered optimal, is nevertheless accepted given the circumstances and the fear that otherwise the conflict will drag on and escalate. It is a hybrid solution, where everyone gains a little (but not as much as they would have liked) and everyone loses a little (but less than they feared).</p> <p>Exercise: you ask two participants (or more) to imagine a situation in which they are in conflict. They explain it in front of the group. Then you choose one technique and you ask the participant the name of the techniques you choose.</p>	20 min		<p>Improve our relationship with other, especially when we are in conflicts.</p> <p>Attitudes: Be able to manage a conflict by choosing the best way according to the circumstances?</p>
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<p>The choice of the strategy</p>	<p>Adopt forcing, when one is in a position of strength and the game is worth the candle, when the interdependence between the parties is weak and one does not believe one can trust the other. Indeed, it would not be advisable to fight when there is no real chance of winning, when what is at stake is not worth the sacrifices that any battle inevitably entails and when, after victory, one has to live with the other party who is likely to resent one's actions</p> <p>We will choose appeasement, when we depend on the other, when we are in a weak position, when the stakes are low and when we fear an escalation of the conflict, but only when we can trust him (that he will not abuse his victory and still make life difficult for you)</p> <p>Disengagement is chosen when you have no power or trust in the other person, when you are not obliged to deal with them and when the stakes are not high.</p> <p>One distances oneself and avoids contact.</p> <p>Consensus is chosen when the issue at stake is too important not to seek a favourable solution, when one is strong enough to deal with the other as an equal and the relationship with him/her is good enough to be able to trust him/her, and when, in addition, one is indeed obliged to cohabit with him/her in the future.</p> <p>Two further conditions must be added: on the one hand, the problem that separates the parties must be sufficiently complex to be dealt with at different levels and in different ways; on the other hand, there must be sufficient time to be able to engage in the analyses and to allow the ideas necessary to find a valid solution to mature. Compromise will be chosen, when the evaluation of the situation gives less clear results, provided that the parties have roughly equal power.</p> <p>Exercise: you can ask the participant to tell about the fact that we can't solve a conflicts in the sale way with everybody. You start</p>	<p>10 min</p>	<p>Slides 226-233</p>	<p>Knowledge: Learn the different ways to manage a conflicts</p> <p>Skills: Improve our relationship with other, especially when we are in conflicts.</p> <p>Attitudes: Be able to manage a conflict according to the situation.</p>
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	giving some examples: we don't act in the same way with our mother, our mother-in law, our boss....Ask your participants to give examples.	20 min		
Personality of the people	<p>People who seek to dominate do so because they have a domineering character characterised by a lack of concern for the needs of others and a need to win at all costs; People who tend towards appeasement, on the other hand, are primarily concerned with the interests of others; they are generous and willingly obey the orders of others;</p> <p>People who try to avoid conflict are fearful and cautious, without great ambitions and rather solitary; People who propose collaboration, are interested in each other as much as in themselves, are self-confident and optimistic, naturally cooperative and innovative; Compromising people are pragmatic and conciliatory.</p> <p>Exercise You can ask the participants to tell you if they have met people with these behaviour.</p>	10 min 20 min	Slide 234	<p>Knowledge: Learn the different ways to manage a conflicts</p> <p>Skills: Improve our relationship with other, especially when we are in conflicts.</p> <p>Attitudes: Be able to manage a conflict according to the personality of the people we have to deal with.</p>
Some rules to respect	<p>To feel responsible for each other in maintaining a positive climate of openness and honesty where it is unthinkable that anyone would try to impose anything.</p> <p>And avoid bargaining, voting or 'averaging'.</p> <p>More specifically, it is suggested to start with a differentiation phase, during which the different points of view are presented, specific differences are analysed and mutual feelings are broken down; then, to move on to the integration phase, during which the parties rectify their perceptions and attitudes and appreciate their similarities, identify common goals and engage in positive actions to solve their problems.</p>	10 min	Slides 235-236	<p>Knowledge: Learn the different ways to solve a conflicts</p> <p>Skills: Improve our relationship with other, especially when we are in conflicts.</p> <p>Attitudes: Be able to solve a conflict.</p>



4.4 Conflicts resolution				
Solve the conflict: step by step	<p>To solve a conflict we have to consider the following points:</p> <p>What is the real problem ? What do involved people wait for ? Can we manage the conflict alone ? Which process to choose ? How to find a solution ? How to be sure the agreement will be respected ?</p> <p>To answer all those questions we can be in the place of a mediator by encouraging people to communicate, having a positive attitude and to be in a mutual listening in order to avoid to solve the conflict instead of others, to avoid accusations and to be obliged to impose solutions.:</p> <p>Exercise: You can prepare (on some pieces of paper, you put in a hat) some conflictual situations and you ask the participants to choose a situation. Then you ask them to act in front of the group the situation chosen. The participants of the group can react according to what you have just explained.</p>	60 min	Slides 237-238	<p>Knowledge: Learn the different ways to solve a conflicts</p> <p>Skills: Improve our relationship with other, especially when we are in conflicts.</p> <p>Attitudes: Be able to solve a conflict.</p>
How to react face to conflict	<p>There are some famous techniques which are used in the conflicts resolutions.</p> <p>The DESC method Practical for formulating a criticism or a disagreement without offending your interlocutor, the DESC method is a mediation tool widely used in non-violent communication (NVC). It consists of 4 steps: Describe the situation factually Express an emotion, a personal feeling ("I" rather than "you") Suggest a solution Conclude by emphasising the positive consequences for both parties The broken record (or "wear and tear" technique)</p>	60 min	Slides 239-242	<p>Knowledge: Learn the different reactions face to conflicts</p> <p>Skills: Improve our relationship with other, especially when we are in conflicts.</p> <p>Attitudes: Determine one's reaction when we are in conflict</p>



	<p>When faced with a request that is considered illegitimate, the broken record consists of maintaining your position by repeating your arguments for as long as the request is made. After some time, your interlocutor should give up.</p> <p>Counterpoint To make your point, use first-person phrases such as "I can't let you say that" and add your reasoned response, rather than "You're wrong", which would directly incriminate the other person.</p> <p>Globalization Place your idea/product in a wider context, e.g. "This question can be asked today of all trustees". The sphynx The sphynx is the last resort in the case of flagrantly aggressive behaviour by your interlocutor, and is similar to a "passive-aggressive" posture. It consists of remaining silent while the other person speaks to you. This time of silence will allow you to step back from what you are saying and speak calmly.</p> <p>The quilt technique This involves covering yourself while gently accepting the other person's words. Let the person you are speaking to make his or her point and punctuate it with phrases such as: "This is your opinion..." "I leave you free to say what you want..." "What you say is your own business..." "You are free to think so..."</p> <p>Exercise: you ask the participant to imagine a conflict and you react according to one of the method you have just explained. You can after ask some participants to do your role.</p>	40 min		
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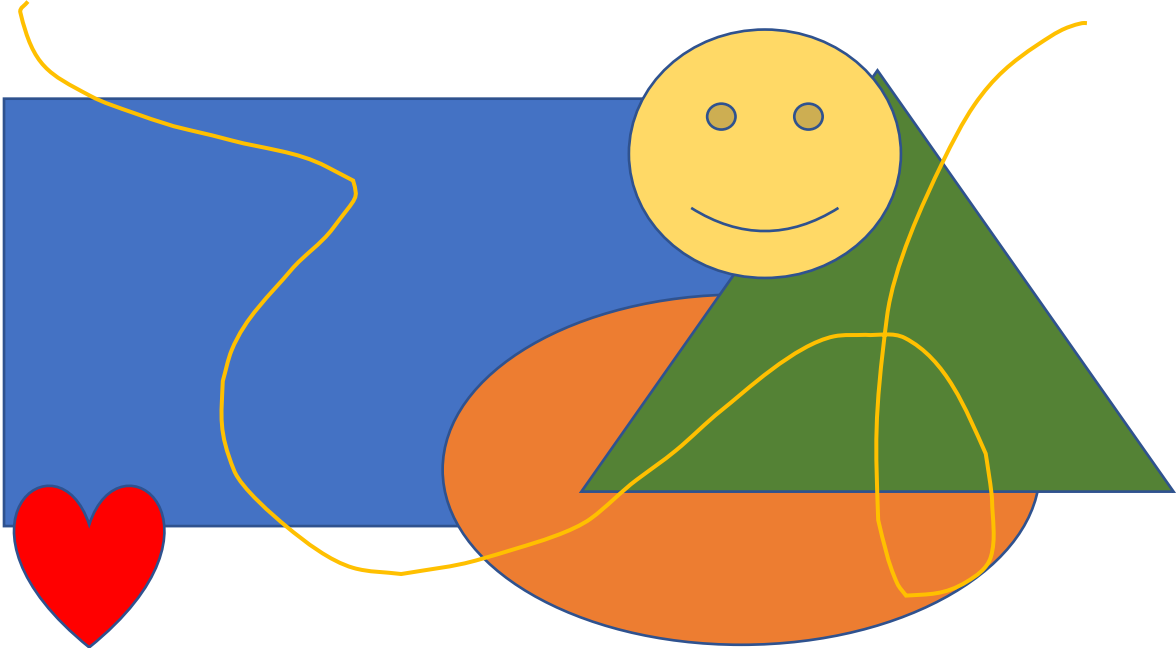
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ANNEX 1 : DRAW ME A.....

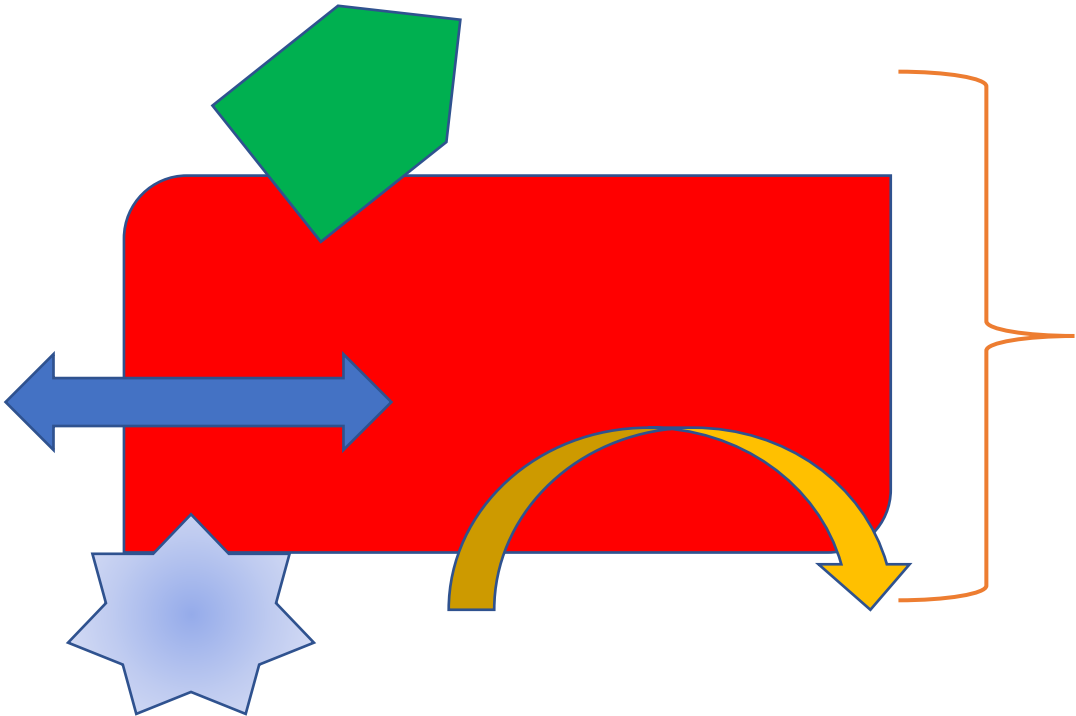
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ANNEX 2

ASSERTIVENESS QUESTIONNAIRE

*Assertiveness: being oneself, expressing one's point of view and interests with ease and without anxiety, alternating between calmness, dynamism and tact.

Put a cross in the column that concerns you so that you can then draw up a histogram of your behaviour.

		Quite true	Quite wrong
1	I often find it difficult to refuse and say no		
2	I am sure of my rights, I defend them without infringing on those of others		
3	I am careful, I don't give myself up if I don't know my opposite number well		
4	I decide and decide easily		
5	When possible, I act through an intermediary rather than directly, it is more effective		
6	I am direct! I tell people what I think and I am not afraid to criticize them		
7	I don't dare to say my opinion in front of a group or in a meeting		
8	I give my opinion without qualms, even if it goes against the general opinion		
9	In debates, I observe and wait to see how things turn out to define my strategy		
10	I am sometimes accused of being contradictory		
11	I find it hard to listen to others		



12	I make sure I know everything (even the gossip), which is very helpful		
13	I have a reputation for being quite good with people		
14	I trust the people around me		
15	I don't dare ask for help, I'm afraid I'll be judged incapable or incompetent		
16	I find it hard to decide when to do something unusual		
17	I am a false calm: when I get angry I sometimes make others laugh		
18	I am comfortable in front of people, both in groups and face to face		
19	I often act to get my way		
20	I often cut others off without realising it in time		
21	I like to have the last word and impose my point of view.		
22	I know who to see and when to see them, which has served me well.		
23	I resolve disagreements by finding a compromise that suits everyone.		
24	I prefer to act frankly without hiding my intentions.		
25	I often put off what I have to do		
26	I often say: "I don't care! As you wish! "		
27	I present myself as I am, without complexes.		
28	It takes a lot to intimidate me.		
29	I scare others to impose myself.		
30	I rarely get caught out, but if I do, I know how to get even.		
31	I exaggerate facts, I caricature situations to get what I want.		
32	I am resourceful, I know how to take advantage of the system.		
33	I am at the same time well with myself, well with others.		
34	I can express my disagreement without excess, in a way that makes me heard		
35	I am concerned not to disturb others.		
36	I find it hard to take sides and choose.		
37	I don't like to be alone in expressing an opinion in a group.		



38	I am not afraid of public speaking.		
39	Life has taught me how to defend myself and fight.		
40	I like challenges, risks, even excessive ones.		
41	I am often quite adept at avoiding conflict		
42	I 'lay my cards on the table' to give people confidence.		
43	I have good listening and attention skills.		
44	When I have decided on something, I see it through to the end despite the		
45	I express what I feel without reticence.		
46	I can get people to agree with my ideas, I am persuasive.		
47	Compliments, smiles and flattery get you what you want.		
48	I find it difficult to control my time.		
49	I know how to use biting irony.		
50	I am helpful and easy-going, and sometimes I even get taken advantage of.		
51	I prefer to observe than to participate.		
52	I don't like being in the front row, I prefer supporting roles.		
53	I have made a habit of not comparing myself to others.		
54	I find it awkward to reveal my intentions too quickly.		
55	I sometimes shock people with my words.		
56	If I hadn't learned to defend myself, I would have been eaten.		
57	It is easier to get what you want by hiding your objectives than by revealing your intentions.		
58	I know how to relax those around me with humor without any ulterior motive.		
59	We cannot pretend to solve a problem without looking at the root causes.		
60	I don't like to be seen.		



RESULTS AND INTERPRETATION

DECODING GRID

Each sentence corresponds to an example of attitude: passive, aggressive, manipulative or assertive. The sentences indicated by a number were classified into 4 columns corresponding to these 4 behaviours. Only the answers "rather true" are taken into account.

The total per column indicates the frequency of use of each of these 4 roles.

<i>Passivity</i>		<i>Aggression</i>		<i>Handling</i>		<i>Assertiveness</i>	
1		4		3		2	
7		6		5		8	
15		10		9		14	
16		11		12		18	
17		20		13		23	
25		21		19		24	
26		28		22		27	
35		29		31		33	



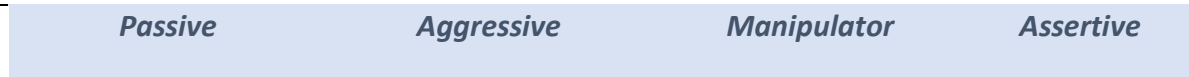
36		30		32		34	
37		39		41		38	
50		40		42		43	
51		48		46		44	
52		49		47		45	
59		55		54		53	
60		56		57		58	
total		total		total		total	

ROLE HISTOGRAM

15
14
13



12
11
10
9
8
7
6
5
4
3
2
1



***The diagram is a representation of the communication system you establish with your surroundings.
This is only a global approach, perhaps erroneous, but certainly imperfect.***



ANNEX 3

Circle the sentence that speaks to you the most:

1. I look at the clock very often or wear a watch
2. I write down the thoughts and ideas I have during the day
3. I believe there is only one right or wrong way to do things
4. I find it difficult to follow instructions precisely
5. The expression "life is a rose garden" makes sense to you
6. I change my plans frequently and find following the schedule boring
7. I find it easier to make a plan than to explain to people the road ahead
8. To find a lost object, I concentrate on where I last saw it
9. I often let my emotions guide me
10. I have always liked maths
11. I read the instructions before assembling a piece of furniture.
12. I am told that I am always late
13. People often find me intuitive
14. I need to set goals to get ahead
15. When asked a question I turn my head to the left



16. When I am faced with a serious decision I list the pros and cons
17. I would probably have made a good detective
18. I learn music easily
19. To solve a problem, I think back to similar problems I have solved in the past
20. I use a lot of gestures
21. If I am asked a question, I turn my head to the right
22. I think there are always two ways of looking at things
23. I can tell if someone is lying or feeling guilty just by looking at them
24. I make "to do" lists
25. I am able to express my emotions in simple words
26. In a conversation I am objective and focus on facts before formulating an opinion
27. I once thought of becoming a poet, politician, architect or dancer
28. I never have a sense of time
29. when I try to remember a name I have forgotten, I recite the alphabet until I remember it
30. I like to draw
31. When I feel uncomfortable, I let my instincts guide me
32. I once thought of becoming a lawyer, journalist or doctor



Now turn to the following table and circle the phrases you have chosen.

1. L	9. R	17. L	25. L
2. G	10. L	18. R	26. L
3. L	11. L	19. R	27. R
4. R	12. R	20. R	28. R
5. L	13. R	21. L	29. L
6. R	14. L	22. R	30. R
7. R	15. R	23. L	31. R
8. L	16. L	24. L	32. L



ANNEX 3

Identify your constraining messages

To be loved, to succeed, to be helped, to be efficient... how do you do it?

Answer the questionnaire to know yourself better.

0: never; 1: perhaps; 2: sometimes; 4: it's often, 5: always

1 I always feel like I'm fighting against the clock	0	1	2	3	4	5
2 I think that the effort is more important than the result	0	1	2	3	4	5
3 I think that in life I have to manage alone	0	1	2	3	4	5
4 To start a task I need 'all' the information	0	1	2	3	4	5
5 It is important for me to be appreciated by my professional environment	0	1	2	3	4	5
6 Stress gives me a high	0	1	2	3	4	5
7 Sometimes I feel I am not up to the task	0	1	2	3	4	5
8 I am very demanding of myself and others	0	1	2	3	4	5
9 To be satisfied I have to excel	0	1	2	3	4	5
10 I tend to go the extra mile to be helpful	0	1	2	3	4	5
11 I cannot delegate because others are too slow	0	1	2	3	4	5
12 I have to spend a lot of energy to do things	0	1	2	3	4	5
13 I don't express my emotions, I don't have a lot of "moods"	0	1	2	3	4	5
14 To be efficient, my task must be perfect	0	1	2	3	4	5
15 For the company, I am always available, even at home	0	1	2	3	4	5
16 I talk fast	0	1	2	3	4	5
17 I often feel oppressed and am afraid to let myself go	0	1	2	3	4	5
18 I like to do complex tasks	0	1	2	3	4	5



19 Facts, figures, logic are the real values	0	1	2	3	4	5
20 I am very careful not to hurt people	0	1	2	3	4	5
21 I feel like interrupting people to finish their sentences for them	0	1	2	3	4	5
22 I often feel responsible for what happens to others	0	1	2	3	4	5
23 Intellectual exchange is the area where I am comfortable	0	1	2	3	4	5
24 I am very rigorous and accuracy is priceless for me	0	1	2	3	4	5
25 I like to help my colleagues	0	1	2	3	4	5
26 I often say "let's press on... yes... yes... so what?"	0	1	2	3	4	5
27 I tend to complain	0	1	2	3	4	5
28 I like things that involve logic	0	1	2	3	4	5
29 Professionalism means having an answer to any question from a colleague or collaborator	0	1	2	3	4	5
30 You have to know how to go out of your way	0	1	2	3	4	5
31 I usually pace around when I am waiting for something	0	1	2	3	4	5
32 People come to me without my asking	0	1	2	3	4	5
33 I find it difficult to trust and confide in someone	0	1	2	3	4	5
34 For me, an objection is a sign of my incompetence: so I have to get everything right in order not to be criticised	0	1	2	3	4	5
35 I like to help others	0	1	2	3	4	5
36 I often type with my fingers or feet	0	1	2	3	4	5
37 Sometimes I get exhausted in inextricable situations	0	1	2	3	4	5
38 I care a lot about how others judge me for what I do	0	1	2	3	4	5
39 Being good is not enough, you have to be the best	0	1	2	3	4	5
40 I don't know how to say no	0	1	2	3	4	5
41 I work too fast, which makes me make careless mistakes	0	1	2	3	4	5
42 It takes a lot of effort to answer all these questions	0	1	2	3	4	5
43 I don't feel comfortable when I am emotionally involved	0	1	2	3	4	5
44 As long as a task is not done as I expected, I start again	0	1	2	3	4	5



- 45 I am easily confided in 0 1 2 3 4 5
- 46 I cannot stand still and if necessary, I do several things at the same time 0 1 2 3 4 5
- 47 I place a high value on effort to succeed 0 1 2 3 4 5
- 48 In a multi-task, I do not like to be out of time, out of focus and to digress 0 1 2 3 4 5
- 49 When I give a job, I expect people to follow the instructions scrupulously 0 1 2 3 4 5
- 50 I often worry about what people will think of me if I act in a certain way 0 1 2 3 4 5

Write down your notes

BE STRONG		MAKE OTHER HAPPY		MAKE AN EFFORT		BE FAST		BE PERFECT	
Q	Score	Q	Score	Q	Score	Q	Score	Q	Score
3		5		2		1		4	
8		10		7		6		9	
13		15		12		11		14	
18		20		17		16		19	
23		25		22		21		24	
28		30		27		26		29	
33		35		32		31		34	
38		40		37		36		39	
43		45		42		41		44	



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48		50		47		46		49	
Total									



ANNEX 4

What are your personal needs?

0: not at all; 1: very little; 2: a little; 3: quite a bit; 4: very much; 5: very much

- | | NOTES |
|--|-------|
| 1. Be in good physical condition | |
| 2. Have a stable income | |
| 3. To be appreciated by my colleagues | |
| 4. To be respected for myself | |
| 5. To do a difficult and important job | |
| 6. To have children | |
| 7. Have taken out the necessary insurance against all the risks of everyday life | |
| 8. To be able to spend time with my family | |
| 9. To be selected for a professional or social award | |
| 10. To work alone (or in a small team° | |
| 11. Working in comfortable conditions | |
| 12. Not having to take significant risks | |
| 13. Playing a team sport | |
| 14. Having power and influence | |
| 15. Continue to learn through my work | |
| 16. Making good food | |
| 17. Not having fears about my retirement | |
| 18. Seeing my friends regularly | |
| 19. Identify with a high social class | |
| 20. To have a full and intense life | |
| 21. To have a satisfying sex life | |



- 22. To feel safe from career setbacks
- 23. To work in a close-knit team
- 24. To be fully accountable for my actions and decisions
- 25. To use all my skills

1=	2=	3=	4=	5=
6=	7=	8=	9=	10=
11=	12=	13=	14=	15=
16=	17=	18=	19=	20=
21=	22=	23=	24=	25=
...../25/25/25/25/25
Physiological	Security	Social	Esteem	Realization

The best-known model of motivation is the one proposed by Abraham MASLOW in the 1950s and to which we continue to refer. According to MASLOW, human needs are not expressed randomly but in a defined order:

Lower level needs: they concern the physical survival of the individual and/or his family; they are the ones that the individual seeks to satisfy first:



PHYSIOLOGICAL needs: These are the basic needs of all animals (food, water, oxygen, shelter, sleep, sex, etc.). Although they may change over time, these needs are nonetheless durable and relatively similar from one individual to another. In modern life, and in business, the essential tool to satisfy, at least in part, physiological needs is money.

The need for **SECURITY**: Once the primary physiological needs are met, the individual usually tries to increase his or her chances of survival in the longer term; he or she looks for ways to increase the likelihood that he or she (and/or his or her family) will continue to meet his or her physiological needs: stockpiling food, savings, health insurance, life insurance, a pension plan, etc. In companies, a strong need for security may be manifested by an individual's attraction to anything that limits risk and change: solid structure, strong hierarchy, precise rules, rigorous procedures, etc.

The higher level needs: they concern the social and psychological life; they appear when the lower needs are relatively well satisfied:

The **SOCIAL** need. By nature, man is a social being; but beyond this simple proximity - not to say promiscuity - man has a deep need for affection and love. The social need may well be satisfied outside of work, but we must be aware that most of the non-physiological time is spent in the company and, precisely, within a human group; it is therefore not surprising that it is in the company that many employees satisfy their social need.

The need for esteem. Everyone needs to value themselves and to be valued by others. Work is undoubtedly a privileged intermediary through which the individual expresses what he is and shows it to others.

The need for **SELF-REALIZATION**. Less apparent than the other needs (some people seem to lack it), this need expresses what drives one to develop, to blossom, to realise one's full potential (it is the need to transform into reality the more or less ideal image that one has of oneself). Here again, the company is the theatre in which it is possible for us to put our personal resources to work and to develop them.



ANNEX 5 : WHAT IS YOUR STRESS PROFILE?

I have a work overload:

R I schedule, I plan, I am realistic

E I do several things at once

L I get overwhelmed. Too much work makes me anxious

I am waiting (cinema, bank..):

L I'm gnawing on my own time

R I take the opportunity to relax, unwind or use my time for something enjoyable

E I get angry

I have a decision to make quickly:

E I do this all day long quickly

R I take ten minutes to think about the situation

L I panic

My superior gives me a criticism:

R I take this criticism as information that allows me to change something

L I feel really guilty

E I find it hard to accept, and I respond aggressively



There is a job opening that could be a promotion:

L I would like to apply, but I am afraid I am not up to it

E I apply because I think I am more capable than others

R I take the time to weigh up the pros and cons and assess my skills.

My schedule:

E I am overloaded, I have too many things to do

R I balance my personal and professional life

L I don't really know what I have to do or where I am going to start.

In relation to my colleagues:

R I trust others according to their specific skills

L I rely on others because responsibilities make me panic

E I am demanding, I am fussy

My superior asks me to come to work on several Saturdays:

L I say YES reluctantly, without saying more

E I get angry, it is unacceptable

R I simply answer without justifying myself



I am attacked by a colleague in a meeting:

E I start at the beginning, and I answer him violently

L I am hurt, but do not let it show

R I answer calmly and refocus on the subject.

My manager pays me a compliment:

R I accept it and say thank you

L I tell myself I do not deserve it

E I think I am better than others

I do several things at the same time:

E I am stimulated, I like to do several things at the same time

L I am paralyzed

R I can make a choice

I am on holiday:

R I feel good and enjoy every moment

E I alternate activities without respite

L I feel sluggish and have trouble recovering



My nickname is:

E The pressure cooker or the bulldozer

R The quiet force or the fullness of the moment

L A nag or Mr. Unlucky

In the family:

R I take the time to listen and enjoy the intimacy with my family

E my relatives complain about my absence and my unavailability

L I am bored and feel misunderstood

This morning nothing goes right:

E I grumble all day

L I brood in silence

R I take a break and get my energy back.



Analysis:

You have a majority of E's:

- You are rather type A, extroverted, often aggressive, overactive, competitive.
- You always express your reactions, sometimes in a disproportionate and angry way. This is the profile of the ambitious and perfectionists who react by taking action. The body responds with an excess of adrenalin.

You have a majority of L's:

- You are more of a C type: introverted, withdrawn, anxious, rather passive and defeatist. Your response is manifested by a lack of reaction or inhibition. Biologically, this behaviour results in a massive secretion of cortisol and leads to a drop in immune defences.

You have a majority of R's:

- You are a B type. You know how to evaluate situations, make choices, put things into perspective and turn difficult situations into learning opportunities. You are able to manage your stress.

Of course, depending on the context, your profiles may change and show a combination of the three profiles.



Annex 6

THE LEGOGRAM GAME (AT)

Answer the following questions without spending too much time on them.

		Never	Sometimes	Often	Always
1	Do you feel your opinions are more true (solid) than those of others?				
2	Do you spend a lot of time looking for information before making a decision?				
3	Do you like others to need you?				
4	In a discussion, do you impose your opinions on others?				
5	Do you determine the results of your actions beforehand?				
6	Do you act on your impulses?				
7	Do you find that things were better in the past?				
8	Do you find answers to your questions in your dreams?				



9	Do you feel clumsy?				
10	Are your clothes comfortable?				
11	Are you attracted to the unknown?				
12	Do you wait for the opinion of others before taking action?				
13	Are you protective of others?				
14	Do you feel 'lost'?				
15	Do you believe that you can make something happen if you want it badly enough?				
16	Do you express your anger?				
17	Are you organised?				
18	Do you give help without being asked?				
19	Are you critical of others?				
20	Do you get carried away in new situations?				
21	Do you accept the opinions of others?				
22	Do you feel you are sacrificing for your family or friends?				



23	Do you wait for someone to ask your opinion before you speak?				
24	Do you play tricks on others?				
25	Do you believe that you have to work hard to succeed in life?				
26	Do you enjoy playing with children?				
27	Do you help strangers in difficulty?				
28	Do you take safety measures in risky situations?				
29	Are you uncomfortable in your own skin?				
30	Are you creative?				
31	Are you interested in solving problems?				
32	Do you put off until tomorrow what you can do today?				
33	Do you like to make people happy in spite of themselves?				
34	Do you think you have good judgement about others?				
35	Do you adapt to new or strange situations?				



36	Are you intuitive?				
37	Do you feel the indifference of others towards you?				
38	Do you question conventional wisdom?				
39	Do children bother you?				
40	Do you take other people's problems into consideration, even if you are not directly involved?				
41	Do you enjoy working with your hands?				
42	Do you seek pleasure?				
43	Do you continue to argue even if you agree?				
44	Do you talk down to others?				
45	Do you try to comfort others?				
46	Do you find the behaviour of others ridiculous?				
47	Do you really know what you want?				
48	Do you enjoy looking after children?				
49	Is there a part of you that believes in the supernatural?				



50	Do you adjust your goals to your possibilities?				
51	Do you have strong moral principles?				
52	Do you have stage fright?				
53	Do you visualise future situations or places?				
54	Can you guess what others are thinking?				
55	Do you hesitate for a long time before making a decision?				
56	Are you sensual?				
57	Do you put away things that others have left lying around?				
58	Do you consider several different solutions?				
59	Do you feel good about your body?				
60	Are you quick to judge others?				

B. Translate your answers into numerical scores and write your answers in the 6th column (X) and put the number in the "Score" column

- **Never: 0**

- **Sometimes: 1**

- **Often: 2**

- **Always: 3**



C. C. Then place these figures in the table below and add up each vertical column.

CRITICAL PARENT	NURTURING PARENT	ADULT	ADAPTED CHILD	LITTLE TEACHER	FREE CHILD
Question	Question	Question	Question	Question	Question
1	3	2	9	8	6
4	13	5	12	11	10
7	18	17	14	15	16
19	22	21	23	24	20
25	27	28	29	30	26
34	33	31	32	35	41
39	40	38	37	36	42
46	45	47	43	48	44
51	49	50	52	53	56
60	57	58	55	54	59



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