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PROJECT RESULT NO. 2

PART 3/5

Training materials for participants

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
(MAIN AUTHOR: ISC)

VERSION: ENGLISH

FREE PUBLICATION

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Training course entitled:

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Personal, social and learning to learn

Part 3/5 - Training materials for participants

Version: English

Prepared by the Project Consortium (main Author: ISC)

within the project 2021-1-PL01-KA220-ADU-000035200, „Key competences for people 50+"

The project implemented under the Erasmus+ program, from 1 February 2022 to 30 November 2023 by the consortium: Deinde sp. z o.o. (Poland), Institut Saumurois de la Communication (France), INERCIA DIGITAL SL (Spain), Stiftelsen Mangfold i Arbeidslivet (Norway).

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Training materials for participants

Erasmus+, Project: 2021-1-PL01-KA220-ADU-0000352 00, Key competences for people 50+ (KK50+)

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Introduction

As part of the training you are about to follow, we have developed a booklet.
This small manual takes up what has been said in the course and allows you to go back to it from time to time.
You will find the tests (and their answers) taken in class.

Tell me and I'll forget;

Show me and I might remember;

Involve me and I will understand.

Chinese proverb

MODULE 1

In this session we will look at the following points:

- **Introduction to communication**
  - *Definition*
  - *Left and right brain*
- **Difference between verbal and non-verbal communication**
- **Verbal communication**
  - *Barriers to communication*
- **The tools of good communication**
  - *Assertiveness*
  - *Empathy*
  - *Clarity*
  - *Active listening*
  - *Reformulation*
- **Non-verbal communication**
  - *NLP*
  - *Transactional analysis*

DID YOU KNOW?

In an exchange **75%** of communication is non-verbal,
25% verbal, of which **19%** oral and **6%** written.
We retain :
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.

Here are some definitions 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, etc.)

Three forms of communication can be distinguished:

- Interpersonal communication that brings two individuals together. ...
- Group communication that brings together several individuals. ...
- Mass communication, which is a set of techniques that allow an actor to address a large audience.

The components of communication
Actors: interlocutors who participate in the messages
Strategy: implementation of actions, communication acts
Message: all the signals emitted consciously or unconsciously by the sender.
Meaning: meaning of the message
General **framework** in which the communication takes place
Channel: the medium for transmitting the message

The difference between verbal and non-verbal communication

Verbal communication is based on language (in all its forms).
On the contrary, **non-verbal communication** is all the visible signals that a person gives, consciously or not.

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What happens in our brain?
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).

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.

Mathematics

Linear thinking

Thinking through of words

The facts

Logic

The right brain

The right hemisphere is very good at concrete things, visualising a picture or object, parallel operations, self-perception or an overview. It is called visuo-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.

Holistic thinking

Visualising feelings

Intuition

The arts

Rhythm

Imagination

Non-verbal cues

Reverie

Exercises

1. How does it work?
According to an edict of Cmabrigde's Uvinertisé, the odrre of the ltteers in a word has no ipmrotncae, the only ipmrotnate coshe is that the pmeirere and drenèire lteetrs sinoet to the bnnoe pclae. The rsete can be in a ttoal setting and you can read your own porblèe. This is because the writer does not read the letter itself, but the word is a word.

2. Read this sentence
FINISHED FILES ARE THE RESULT OF YEARS OF SCIENTIFIC STUDY COMBINED WITH THE EXPERIENCE OF YEARS.
How many Fs do you have?
For proper functioning, we need our intuition, and the overall perception of our right brain, which is then analysed and verified by our left brain.

Test yourself

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 had 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 accurately
5. The expression "life is a garden of roses" 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 move forward
15. When asked a question I turn my head to the left
16. When I am faced with a serious decision I make a list of pros and cons
17. I probably would 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 the 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 refer to the following table:

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

Barriers to communication

1) Giving orders, commanding
"You have to...", "Do this...", "Stop doing that..."

2) Threatening
"If you continue...", "You better... or else...", "If you persist in... this is what will happen...".

3) Lecturing, guilt-tripping
You should...", "You shouldn't...", "You should have...", "It's your fault that...".

4) Giving solutions, advice
"What I would do if I were you is...", "I advise you to...", "Do this instead...".

5) Seek to convince, persuade
"Yes, but...", "The facts prove that...", "That's why you're wrong..."

6) Making judgements, criticising
"You are this... or that...", "You lack maturity", "You should use more common sense".

7) Praise, flattery
"You are absolutely right", "You are doing a very good job", "I agree".

8) Humiliate, ridicule
"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...".

9) Asking questions, investigating
Why? With whom? Since when? How did it happen? How long? Where exactly?

10) Deflecting, 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..."

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The six qualities of good verbal communication :

These are the 6 qualities of powerful communication:

- ✓ Assertiveness.
- ✓ Open-mindedness.
- ✓ Empathy.
- ✓ Clarity.
- ✓ Active listening.
- ✓ Reformulation
- ✓ The silence

Assertiveness

Definition: The term "assertiveness" appeared in the first half of the 20th century.
The American psychologist, **Andrew Salter**, introduces it and gives the following definition:
"the ability to express oneself and defend one's rights without infringing on those of others".
Assertiveness is considered to be the art of getting a difficult message across without passivity but also without aggression.

TEST: ARE YOU ASSERTIVE?

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 criticise 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 that 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 any 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 unexpected.		
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 speaking 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've got into the 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 humour 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.

Passivity		*Aggression*		*Handling*		*Assertiveness*	
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**	

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

Open-mindedness

Definition: 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**.

Empathy

Empathy is the recognition and understanding of another person's feelings and emotions.
In a more general sense, it represents the recognition of one's non-emotional states, such as one's own beliefs.
In everyday language, the phenomenon of empathy is often illustrated by the expression "putting oneself in the place of the other".

Empathy is about :

- Succeed in immersing yourself in the subjective world of the interlocutor.
- Understand the meaning of his words in his logic of being sensitive to him and his reactions.
- Remain emotionally independent while focusing on the meaning of what the speaker expects and wants to say.

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)

Active listening

What "active listening" is not: *A conversation, a discussion, an interview, an interrogation, a speech*, a *confession, a diagnosis.*

Barriers to active listening

Donner des ordres, diriger, commander,	**Avertir mettre en garde, menacer,**	**Moraliser, prêcher, faire la leçon,**	**Conseiller, donner des suggestions ou des solutions**	**Expliquer, argumenter, persuader par la logique,**
Juger, critiquer, être en désaccord, blâmer	**Complimenter, être d'accord, évaluer positivement, approuver**	**Dire des noms, ridiculiser, faire honte**	**Sympathiser, consoler, soutenir**	**Esquiver, distraire, faire de l'humour**

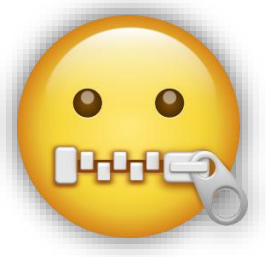
Expressions:
"Yes, but... = opposition
"he or she looks... = prejudice
"you should not have... = **judgment**
"Let's start by talking about ... = **directionality**
"I think you ... = **subjectivity**

- ✓ Cutting off speech
- ✓ Showing signs of impatience
- ✓ Dedramatise, trivialise: "don't say that, but no...".
- ✓ Prepare your response while the other person is talking

Reformulation

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..."

The silence



Silence allows the subject to feel that they have time to express themselves...

The negotiator tells him, respecting this silence, that he is in no hurry to conclude, that his pace is that of the subject...

What is the role of non-verbal communication?

Non-verbal behaviours serve as regulators of the interaction between sender and receiver; they are often essential elements of the feedback needed for effective communication.

Types of non-verbal communication

- Facial expressions. The human face is particularly expressive. ...
- Movement and posture. ...
- The gestures. ...
- Physical contact. ...
- Proxemics. ...
- The voice. ...
- The appearance

Some tools to better understand non-verbal communication

1. **NLP**
2. **Transactional analysis**

1. neuro-linguistic programming

"The map is not the territory it represents".

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.

The perception of reality

Reality passes through many filters and we are never objective because we only have representations of reality.

What is it that makes us not see objects in an objective way? Not in the same way as others?

Already at all levels, both auditory and visual, we have only a partial knowledge of reality (we only see certain wavelengths, we only hear certain sounds...).

Conclusion: Communication is improved by learning to

- Observe,
- Taking others into account (acceptance of others),
- And by adopting an attitude of control over one's own perceptions, one's interpretations.

NLP and beliefs: equality beliefs and limiting beliefs

What is a limiting belief?

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.

We tend to take for granted what we believe to be true, so much so that we don't think about it. We identify with our beliefs and decode the world around us through those long-forgotten glasses on our nose.

They seem natural, universal, or shared by 'common sense' people, in short, they are 'true'.

However, in order to better manage our stress, we need to consider our beliefs as assumptions that can be changed when the results they produce are not to our liking. By acting on our belief system, it is on our perception of stressful situations that we will intervene.

Transactional analysis

The T.A. proposes reading grids for the understanding of relational problems, and intervention modalities to solve these problems.

It is based on the inescapable premise that "every person is '**fundamentally correct', has value, importance and dignity, and has the capacity to think and choose.**

The Ego States

The ego states provide information about the type of relationship we have with others ...or with ourselves (inner dialogue).

This means that, throughout their lives, a person :

- **Observe how** his 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 conclusions. Here, "the gaze" is aimed at the front and the surroundings.
- **To its 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 itself.

There are three ego states

- ✓ **Parent (P)**: which retains the set of thoughts + feelings + behaviours of parental models and integrated as such,
- ✓ **Adult (A)**: which retains all thoughts + feelings + behaviours related to the "touch" of reality, to the here and now,
- ✓ **Child (C)**: retaining all thoughts + feelings + behaviours as the person experienced them in childhood.

Thus, at each moment we approach reality with three possibilities:

- ✓ Placing patterns on it ("being in the Parent"),
- ✓ To reproduce personal experiences from the past ("being in the Child"),
- ✓ Or taking reality as it is - not as we would like it to be - with what we are and not what we have been or what we would like to be ("being in the Adult").

There are no "good" or "bad" ego states, they all have a different essential and complementary function. These are the functions of each:

- **Normative parent**: protective and value-transmitting function
- **Nurturing Parent**: permission and encouragement function
- **Adult**: environmental exploration function
- **Adapted Rebellious Child**: legitimate opposition function
- **Adapted Submissive Child**: function of adaptation to the environment
- **Free child**: function of expressing basic needs and emotions

On the other hand, the excessive use of an ego-state, without necessity in relation to the situation, leads to the non-operational use of its function:

- ✓ If a person regularly speaks sharply to their child, the child will no longer be able to distinguish between a warning in the face of proven danger and a trivial situation,
- ✓ If someone systematically does what he or she is told, he or she will no longer be able to distinguish between adequate adaptation and what is known as over-adaptation, i.e. adaptation to the detriment of his or her own needs,
- ✓ Or if a colleague interrupts a meeting every two minutes because he or she is thirsty, it is likely that after a while the colleague will no longer have a say.

Examples:

- ✓ **Normative parent:** a child wants to cross the road when a car is coming, a passer-by says sharply: "Back off!
- ✓ **Nurturing Parent:** To a colleague who has just been given a new and challenging assignment: "You'll do fine, the boss is right, you're our best resource for this project!
- ✓ **Adult:** at a car dealership: "How much is this car?" in a neutral tone,
- ✓ **Rebellious Adapted Child:** someone speaks to me in a tone of voice that I don't accept, I tell them forcefully: "Please speak to me in a different tone of voice",
- ✓ **Adapted Submissive Child: for** no apparent reason, a policeman stops me and asks me for my papers; without asking questions I give them to him,
- ✓ **Enfant Libre:** in the middle of a work meeting, a colleague suggests a break because he is thirsty: "Come on, let's have a coffee break!" in a cordial and dynamic tone.

Exercises

Here are some sentences, can you guess the functional ego state the person was in when they said them?

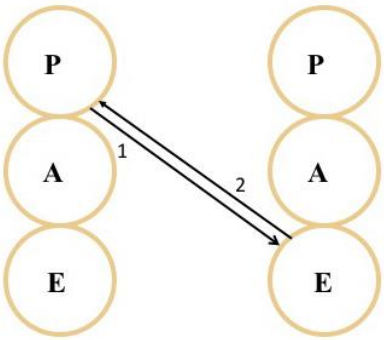
- "You can always run! I'll never do it", says defiantly and energetically, in a tone of rebellion
- "Can you help me write this part?", in an informal tone
- "Oh, it's so pretty! I want the same one!" says a happy and enthusiastic voice, with a smile on her face
- "This is unacceptable! Don't you dare do that!", face red with anger, tone high and volume high
- "What I'm telling you now is for your own good," in a friendly, comforting tone with a soft voice
- "Classes start at 3pm. They end at 6pm", in a neutral tone
- "Respect is the order of the day here, you get out", in a firm tone, pointing to the exit
- "Are you sure I can? I'm not sure, I'd rather not", in a fearful tone, with a worried face

Transactional analysis:

Transactions

- ✓ **A back and forth (stimulus and response) between two ego states.**
- ✓ **A transaction in transactional analysis is the unit of exchange (verbal or non-verbal) of communication, between two or more natural or legal persons**

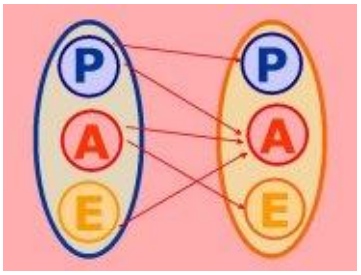
A transaction is a unit of exchange between two or more natural or legal persons



Parallel transactions: Parallel transactions are potentially the most effective communication in most cases in business,

Other types of transactions can be more or less trapped...and a source of communication difficulties

- ✓ **Cross-transaction**: another ego state (MS) than the one targeted by the first interlocutor intervenes.
- ✓ This interfering ego state affects another ego state EM than the one from which the transaction started.



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Test: the legogram game (AT)

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

1	Do you feel your opinions are more true (solid) than those of others?	Never	Sometimes	Often	Always	Score
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 think things were better in the past?					
8	Do you find answers to your questions in your dreams?					
9	Do you feel awkward?					
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 by wanting it very badly?					
16	Are you expressing your anger?					
17	Are you organised?					
18	Do you give help without being asked?					
19	Are you critical of others?					
20	In a new situation, do you get carried away?					
21	Do you accept the opinions of others?					
22	Do you feel you are sacrificing for your family or friends?					
23	Do you wait until you are asked 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	Do you feel bad about yourself?					
30	Are you creative?					
31	Are you interested in problem solving?					
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 judgment of others?					
35	Do you adapt to new or strange situations?					
36	Are you intuitive?					
37	Does the indifference of others towards you weigh on you?					
38	Do you challenge 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 like working with your hands?					
42	Are you looking for pleasure?					
43	Do you continue to discuss even if you agree?					
44	Are you on first-name terms with 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	Are you adjusting 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	Are you considering several different solutions?					
59	Do you feel good in 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. Then place these figures in the table below and add up each vertical column.

CRITICAL PARENT		FOSTER 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	

MODULE 2

- **The different learning styles**
  - *The four learning styles (Kolb's typology)*
  - *What is your learning style test*
- **How to memorise?**
  - *The VAKOG*
- **Critical thinking** :
  - *Definition*
  - *The 5 critical thinking skills*
  - *How to improve critical thinking?*
- **How to use the information?**
  - *Where to find the information?*
  - *How to summarise information*
  - *How to report information*
- **Developing motivation**
  - *The theory of expectations (Victor Wroom)*
  - *The needs pyramid*
  - *How to find your deepest motivation*

THE 4 LEARNING STYLES

Learning style identified from four styles resulting from the combination of two bipolar dimensions: concrete-abstract, action-reflection:

- Convergent style (abstract-action)
- Divergent style (concrete-reflective)
- Assimilative style (abstract-reflective)
- Accommodating style (concrete-action)

David Kolb studied learning and noted 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.

1. ***Concrete experience of an action/idea (I am painting a kitchen wall).***
2. ***Thoughtful and careful 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 the initial experience. (I try a different method).***

Kolb has named the different types of learners according to their preferred phase of the learning cycle.

The divergent

He prefers the phases (1) concrete experience and (2) reflection on that experience. Divergers are imaginative and interested in people and emotions.

The assimilator

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.

The convergent

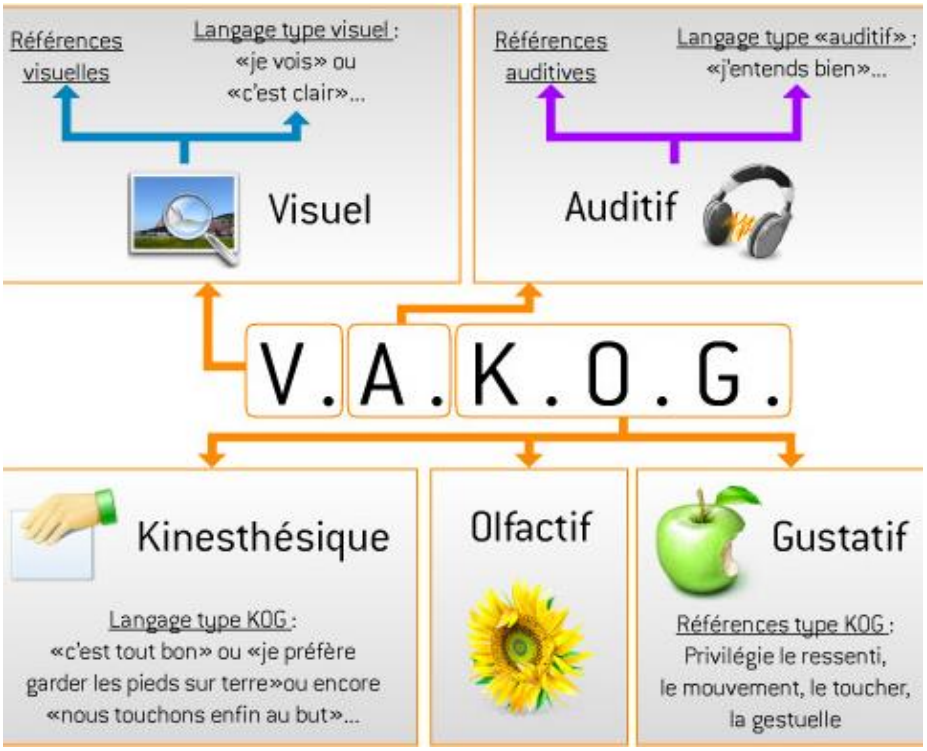
They prefer the (3) abstract, theoretical conceptualisation of the experience and (4) application of the idea/action phases. Convergers like to be practical and tend to be unemotional. In addition, they prefer to deal with things rather than people.

The accommodator

He prefers the phases (1) concrete experience and (4) implementation of the idea/action based on this experience. Accommodators adapt easily to new experiences and tend to find solutions to problems based on their intuition.

http://www.psychomedia.qc.ca/psychologie/test-indice-des-styles-d-apprentissage

THE VAKOG



A Visual will use expressions like: ***It's clear, panoramic effect, dark day, it's dark to me, it's bright, I see what you mean, etc.***

An auditor will use the following expressions: ***I am not deaf to your call, it sounds hollow, you seem silent, but shut him up, you reason badly, etc.***

A Kinesthetic will use expressions related to verbs of movement: ***move, jump, etc. And will also refer to expressions: goosebumps, calm, affectionate, etc. And will also refer to expressions: I have goose bumps, calm, affectionate, etc.***

An Olfactory will use words: **It stinks, it smells good, etc.**

A Gustative will say: **I savour my victory, good taste, delicious, etc.**

CRITICAL THINKING

1. Definition
2. The 5 critical thinking skills
3. How to improve critical thinking?

Critical thinking is a primarily rational activity, based on questioning and challenging prejudices and 'ready-made' opinions.
In sum, critical thinking is characterised by doubt, intellectual rigour, in-depth examination, reflection, etc., and it is also conceived as a process.

THE 5 KEY COMPETENCIES

The key skills of critical thinking are: analysis, interpretation, inference, explanation, self-regulation, open-mindedness and problem solving.
Examples of critical thinking skills

- ✓ Analytical thinking.
- ✓ Good communication.
- ✓ Creative thinking.
- ✓ Open-mindedness.
- ✓ Problem-solving skills.
- ✓ Ask thoughtful questions.
- ✓ Promote a teamwork approach to problem solving.
- ✓ Self-assess your contributions to the company's objectives.

How can you improve your critical thinking skills?

- ✓ Knowing exactly what you want is the first step in critical thinking.
- ✓ Manage your prejudices. ...
- ✓ Consider the consequences of your options. ...
- ✓ Do your research. ...
- ✓ Accept that you are not always right. ...
- ✓ Break it down. ...
- ✓ Don't make things too complicated.

How to develop critical thinking skills

- ✓ Don't believe everything you are told. The first step in critical thinking is to consider more than one point of view. ...
- ✓ Don't believe everything you think. ...
- ✓ Ask questions. ...
- ✓ Further research. ...
- ✓ Evaluate your work.

Developing motivation

The theory of expectations (Victor Wroom)

The pyramid of needs (Maslow)

Recognition

Maslow's theory :

Primary level needs: these are concerned with the physical survival of the individual and/or his or her family; they are what 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 will continue to meet his or her physiological needs (and/or those of his or her family): food storage, savings, health insurance, life insurance, retirement plan, etc. In companies, a strong need for security may manifest itself in the individual's attraction to anything that limits risk and change: solid structure, strong hierarchy, precise rules, rigorous procedures, etc.

Secondary level needs: these are concerned with social and psychological life; they arise when the lower needs are relatively well met:

- 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 **ESTIMATE**. 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 us to develop, to blossom, to realise our full potential (it is the need to transform into reality the more or less ideal image that we have of ourselves). 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.

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Test: What are your personal needs?

0 Not at all	1 very few	2 a little	3 quite	4 many	5 very much

		NOTES
1.	Be in good physical condition	
2.	Have a stable income	
3.	To be appreciated by my staff	
4.	To be respected for myself and even admired	
5.	Doing difficult and important work	
6.	Having children	
7.	To have taken out the necessary insurance against all the risks of everyday life	
8.	To be able to spend time with my family	
9.	Being selected for a professional or social award	
10.	Working 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.	Don't worry about my retirement	
18.	Regularly seeing my friends	
19.	Identify with a high social class	
20.	Having a full and intense life	
21.	Having a satisfying sex life	
22.	To feel safe from career setbacks	
23.	Working in a close-knit team	
24.	Be fully responsible for my actions and decisions	
25.	Putting all my skills to work	

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**

Victor Vroom's theory of expectations

a - The valence

Valence, in Vroom's theory, is the value we place on what we are going to achieve. If I embark on this project, is what I am going to get really valuable to me?
For example, we are managers and we give a new assignment to one of our employees. Motivation will be proportional to the value the employee places on the reward. 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.

b - Instrumentality

In Vroom's theory, the instrumentality is the probability that we can meet our expectations. If our employee has to achieve outstanding 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 try to understand the probability that by doing this action he will get the desired reward.

c - Expectation

Finally, in this theory of motivation, expectation corresponds to the ability to succeed based on one's own skills. Here, the employee will seek to understand whether he or she is really capable of carrying out the mission. 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.

RECOGNITION

It is important to learn to tell those close to you that they are doing a good job. Don't forget to

TRUST AND RESILIENCE

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.
The four main pillars...

1. Consistency. ...
2. Intention. ...
3. Relevance. ...
4. Results.

Most typologies on trust are based on the framework defined by Zucker (1986). **He distinguishes three forms of trust:**

Interpersonal trust,

Inter-organisational trust

Institutional trust.

Causes of a loss of self-confidence

- Self-deprecation is the main cause of low self-confidence. ...
- Having a negative mindset. ...
- Being surrounded by negative people. ...
- Position yourself as a victim. ...
- Being a perfectionist about yourself. ...
- Ignore and suppress negative emotions.

7 tips to help you trust yourself

1. Do not feel guilty. ...
2 - Helping does not mean saving. Beware of the opposite effect. ...
3 - Helping to raise awareness of the problem. ...
4 - Reverse the roles. ...
5 - Seeing yourself with an outside eye. ...
6 - Dismantle the speeches. ...
7 - Offer support.

Resilience: definition

The ability of an individual to build and live satisfactorily despite traumatic circumstances. 3. The ability of an ecosystem, a biotope or a group of individuals (population, species) to recover after an external disturbance (fire, storm, clearing, etc.).

What are the benefits of resilience?

- ✓ Stress reduction
- ✓ Building self-confidence
- ✓ Reduced risk of depression
- ✓ Increased optimism
- ✓ Development of serenity

Some things to cultivate: 10 keys to contribute to resilience

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
3. try to let go
4. explore its resources

5. focus on your positive actions
6. overcome frustrations
7. demonstrate mental flexibility
8. use the narrative approach
9. believe in oneself
10. engage in therapeutic support

Transactional analysis also helps us to manage our motivation according to our state of mind:

- ✓ 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.
- ✓ The -/+ position: this is a position that results in a devaluation of oneself, the other(s) are much better than me, they do it better, they are happy, and I will never be happy...: it is a depressive position that can be summarised as follows: It is a depressive position that can be summarised as follows: "I am not worth much, anyone is worth more than me".
- ✓ The +/- position: here I think 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.**

  It is a position of devaluation or domination, of arrogance towards the other.
- ✓ The -/- position: **"I am worthless and so are you",** may 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 does not expect anything from anyone. They have a negative image of themselves and the world.

Transactional analysis
Managing signs of recognition

Exercise: complete the following table according to your own views:

	EASY	DIFFICULT	WORKING AREA
ASK			
GIVE			
RECEIVE			
REFUSE			

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Test: can you say no?

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

Take the questionnaire to find out more about yourself.

		Not me	May be me	Me sometimes	Me often	Me never
1	I always feel like I'm fighting against the clock	0	1	2	3	4
2	I think the effort is more important than the result	0	1	2	3	4
3	I think that in life I have to stand on my own two feet	0	1	2	3	4
4	To start a task, I need "all" the information	0	1	2	3	4
5	It is important for me to be appreciated by my professional	0	1	2	3	4
6	Stress gives me a boost	0	1	2	3	4
7	Sometimes I don't feel up to it	0	1	2	3	4
8	I am very demanding of myself and others	0	1	2	3	4
9	To be satisfied, I must excel	0	1	2	3	4
10	I tend to do more to be of service	0	1	2	3	4
11	I can't delegate because others are too slow	0	1	2	3	4
12	I have to spend a lot of energy to do things	0	1	2	3	4
13	I don't express my emotions, I don't have a lot of "moods".	0	1	2	3	4
14	To be effective, my task must be perfect	0	1	2	3	4
15	For the company, I am always available, even at home	0	1	2	3	4
16	I talk fast	0	1	2	3	4
17	I often feel oppressed and fearful of letting go	0	1	2	3	4
18	I like to carry out complex tasks	0	1	2	3	4
19	Facts, figures and logic are the real values	0	1	2	3	4
20	I am very careful not to hurt people	0	1	2	3	4
21	I feel like interrupting people to finish their sentences for them	0	1	2	3	4
22	I often feel responsible for what happens to others	0	1	2	3	4
23	Intellectual exchange is where I am comfortable	0	1	2	3	4
24	I am very rigorous and accuracy is priceless to me	0	1	2	3	4
25	I like to be of service to my colleagues	0	1	2	3	4
26	I often say "let's press on... yes... yes... so what?	0	1	2	3	4
27	I tend to complain	0	1	2	3	4
28	I like things that use logic	0	1	2	3	4
29	Professionalism means having an answer to any question from a colleague or collaborator	0	1	2	3	4
30	You have to know how to work hard	0	1	2	3	4
31	I usually pace around when I'm waiting for something	0	1	2	3	4
32	People come to me, without me asking them	0	1	2	3	4

		Not me	May be me	Me sometimes	Me often	Me never
33	I find it hard to trust and confide in someone	0	1	2	3	4
34	For me, an objection is a sign of my incompetence: so I have to do everything right in order not to be criticised	0	1	2	3	4
35	I like to help others	0	1	2	3	4
36	I often tap my fingers or feet	0	1	2	3	4
37	Sometimes I get burnt out in inextricable situations	0	1	2	3	4
38	I care a lot about how others judge me for what I do	0	1	2	3	4
39	Being good is not enough, you have to be the best	0	1	2	3	4
40	I can't say no	0	1	2	3	4
41	I go too fast, which makes me make careless mistakes	0	1	2	3	4
42	What an effort to answer all these questions	0	1	2	3	4
43	I don't feel comfortable when I am emotionally involved	0	1	2	3	4
44	As long as a task is not done as I thought it would be, I start again	0	1	2	3	4
45	People confide in me easily	0	1	2	3	4
46	I cannot stand still and, if necessary, I do several things at the same time	0	1	2	3	4
47	I value the effort to succeed	0	1	2	3	4
48	I don't like it when people don't respect the timing, the objective and digress.	0	1	2	3	4
49	When I assign a job, I expect the instructions to be followed carefully	0	1	2	3	4
50	I often worry about what people will think of me if I act in a certain way	0	1	2	3	4

Carry over your notes

BE STRONG		PLEASURE		MAKE AN EFFORT		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	
48		50		47		46		49	
Totals									

MODULE 3: TIME MANAGEMENT

- **Definition and time blockers**
  - *Time is a source of stress*
  - *What are your time crunches?*
- **Managing change**
  - *Preparing to invest in change*
- **Some concepts**
  - The Eisenhower matrix
  - The priority pyramid
  - Parkinson's Law
  - Pareto's law
  - The theory adapted to the times
- **Procrastination**

Why manage your time?

Time is our most precious asset, it is a capital, it is inexorably running out.
If this source is wasted, it leads to :

- ✓ of stress,
- ✓ nervous tension,
- ✓ unnecessary costs,

test: Does stress affect you?

I have an overload of work:
A I order, I plan, I am realistic
E I do several things at once
I get overwhelmed. Too much work makes me anxious
I'm waiting (cinema, bank..):
I'm eating my heart out
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
A I take ten minutes to reflect on the situation
L I panic
My supervisor gives me a critique:
A 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 vacancy that could be a promotion:
L I would like to apply, but I'm afraid I'm 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 much to do
R I balance my personal and professional life
I don't really know what I have to do or where I'm going to start.
In front of my staff :
R I trust others according to their specific skills
L I rely on others because responsibilities make me panic
And I am demanding, I am fussy
My manager asks me to come to work on several Saturdays:
L I say YES reluctantly, without saying more
E I get angry it is unacceptable
A I simply answer without justification
I am assaulted by a colleague in a meeting:
E I start up, and I answer him violently
L I'm hurt, but don't let it show
A I reply calmly, refocusing on the subject.
My manager pays me a compliment:
A I accept it and say thank you

L I tell myself I don't 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 paralysed
A I can make a choice
I am on holiday:
A I feel good and enjoy every moment
E I alternate activities without respite
L I feel low spirited, and I find it hard to recover
My nickname is :
E the pressure cooker or the bulldozer
R The quiet force or the fullness of the moment
L The Dullard or Mr. Unlucky
With the family :
A I take the time to listen and enjoy the intimacy with my family
E my relatives complain about my absence and unavailability
L I am bored and feel misunderstood
This morning nothing goes:
E I moan all day
L I brood in silence
R I take a break and get my energy back.

You have a majority of E :

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

You have a majority of L :

- You are more of a Type C: 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 :

- You are a type B. You are able to assess situations, make choices, put things into perspective and turn difficult situations into learning opportunities. You are able to manage your stress. **Depending on the context, your profiles may change and present a combination of all three profiles.**

What are your time crunches?

……
……
……

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What guides our conception of time?

A personal choice, depending on one's objectives: a manager who works 10 hours a day may be just as satisfied with his organisation as one who decides to leave at 6 p.m.
Cultural conditioning: the Anglo-Saxons have invented a managerial time that corresponds to the monochronic culture, whereas the Latins are polychronic
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.
Others are naturally messy and constantly scattering, or are slow and cautious (see test of your main time management behavioural patterns),
Finally, more often than not, our working methods are to blame!

Preparing to invest in change?

To change the way you act and work, you have to want to, you have to find your energy and accept to lose time to gain time by reorganising.
Desire + a few techniques allow you to better control your time.

Some concepts

- ✓ **The Eisenhower matrix**
- ✓ **The priority pyramid**
- ✓ **Parkinson's Law**
- ✓ **Pareto's law**
- ✓ **The theory adapted to the times**

The Eisenhower principle

This method of prioritising tasks was originally suggested by Dwight D. Eisenhower, 34th President of the United States of America. Eisenhower is said to have once said: "What is

important is rarely urgent and what is urgent is rarely important". Based on this quote the Eisenhower Box was developed as a way to help people prioritise their tasks.

What is the Eisenhower Matrix?

The Eisenhower matrix, also known as the urgency-importance matrix, helps you decide and prioritise tasks according to their urgency and importance.
tasks according to their urgency and importance, sorting out the less urgent and less important tasks that you should either delegate or not do at all.
https://youtu.be/tT89OZ7TNwc

How to use the Eisenhower matrix?

Ranking the tasks in order of urgency and importance, we obtain 4 quadrants with different work strategies:

We call the first quadrant Do First because its tasks are important to your life and career and must be done today or tomorrow at the latest. You can use a timer to help you focus while trying to get as much done as possible, for example reviewing an important document for your manager.
The second quadrant we call Planning. Its tasks are important but less urgent. This is where you should list the tasks you need to put in your calendar.

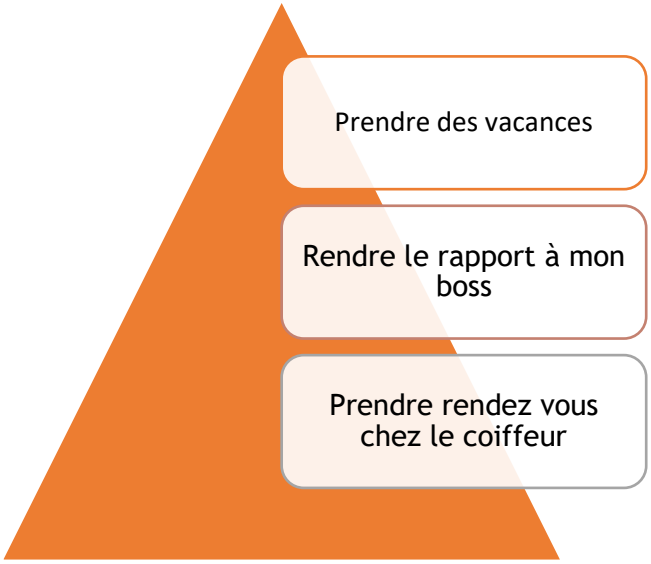
① Priorities **Focus first** **on important tasks** **to be done on the same day.**	**② Plan** **Things that are important, but not so urgent, need to be scheduled.**
③ Delegate **What is urgent, but less important, delegate to others.**	**④Do not** **What is not urgent or important, do not do at all.**

Exercise: preparing your own matrix

6 time management tips for working with the Eisenhower matrix

1. Writing things down on a to-do list frees your mind. But always ask yourself what is worth doing first.
2. Try to limit yourself to a maximum of eight tasks per quadrant. Before adding another, finish the most important one first. Remember: it's not about collecting tasks, it's about completing them.
3. You should always keep one list for both work and private tasks. This way you can never complain that you or your family did not get anything done at the end of the day.
4. Don't be distracted by others. Don't let others define your priority. Plan first thing in the morning, then work on your business. And at the end, enjoy the feeling of completion.
5. Finally, try not to procrastinate so much. Not even by over-managing your tasks.
6. Finally, try not to procrastinate too much. Not even by managing your tasks too well.

The priority pyramid



What is a priority pyramid?

The priority pyramid is a visual method of prioritisation that helps to make decisions about the most important things to work on. Using a limited space, the group is guided to filter the tasks and agree on priorities.

How does a priority pyramid work?

- Step 1: Sorting

Sort all the voted post-its and place them on the pyramid web.
Tip: Make sure that you have not voted on duplicates or that some of the items voted on are not identical.

- Step 2: Visualisation

Place the most voted post-it note at the top of the pyramid. Add different layers underneath according to their number of votes. If the post-its have the same number of votes, they stay on the same level next to each other.

Parkinson's Law

Parkinson's Law is the adage that "work expands to fill the time available for its completion"[1]. It is sometimes applied to the growth of bureaucracy in an organisation, but can be applied to all forms of work.

Pareto's law or the 80/20 law

Meaning
20% of the causes generate 80% of the effects.
20% of the factors influence 80% of the objectives.
Examples:
Sport: 20% of training effort achieves 80% of performance
After-sales service: 80% of complaints come from 20% of customers
Population: 20% of France's surface area contains 80% of the population (calculated on the basis of the 9,000 densest municipalities)

Management control: 20% of the indicators provide 80% of the information.

Pareto theory adapted to time

1) Avoiding unnecessary tasks:
The most important part of management is to avoid tasks that
are time-consuming and do not produce effective results.
2) Foresight:
When planning, tasks must be chosen carefully to ensure future returns. Today's solutions have a clear impact on tomorrow's results.
3) Keep an eye on the high value tasks:
Efforts should be streamlined to focus on the important 20%. If this is done over a period of time, the results will be beneficial.
In the long run, your Pareto managed efforts will pay off.

Some techniques
Use colour codes.
For example: using colour codes on your diary.
Code green: according to the 80/20 rule, only really important things can be placed in these areas.
Code blue: times when I am less efficient (tiredness, hunger...), only things that are easy to do or not very tiring are placed here.
Code red: Contingency areas, these spaces can only be used 4 days before, so I always have room for a contingency.
It is now up to you to invent your own codes.

Use technology appropriately. :
Whatever the "machine" is, it is at your service, not the other way around.

- ✓ 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, organisers. Dictaphone and other digital recorders.
- ✓ An IT or technical problem that is outside your competence?
- ✓ Give yourself a time limit to solve it, after that call an expert. We all have a champion friend ready to enlighten us.

Reading technique.
4 reading stages, the transition to the next stage is not automatic, far from it!

- ✓ **1er 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 any further, I'm interested stage 2.

- ✓ **2ème stage:** fast reading. I read what interests me, a few minutes are enough. If it is really interesting or useful: stage 3.
- ✓ **3ème stage:** in-depth reading. The article is located, I will take the time to read it quietly. In some cases I move on to stage 4.
- ✓ **4ème stage:** archiving. The article is worth keeping. Important points are highlighted, annotated and then archived.

The NERAC method

As a reminder, here is what **NERAC** means:
Note the activities to be carried out
Estimate the duration for each activity
Set aside time for the unexpected - *add 1/3 of the time*
Arbitrate by priority - *Eisenhower matrix*
Monitor activities

Plan

- ✓ Love your to-do list (especially if they are things you least like to do
- ✓ Make a daily to-do list
- ✓ Allow one hour of quiet time per day
- ✓ Organise your work according to your natural energy cycle
- ✓ Define and manage your "response policy
- ✓ Start with the most important tasks
- ✓ To achieve its objectives, keep interruptions to a minimum
- ✓ Establish a strategy for managing instant messaging

Procrastination

What are the reasons why we put off doing what we should be doing today?

- ✓ **Fear of failure**
- ✓ **The fear of success, the fear of succeeding**
- ✓ **Fear of losing autonomy and independence**
- ✓ **Fear of being alone, of loneliness and isolation**
- ✓ **Perfectionism**

Test: If you recognize yourself in the following list of statements, you are affected by procrastination

1. If you find a task difficult, you put off getting started.
2. You abandon the task you are doing if you encounter a difficulty along the way.
3. You often ask yourself why you have to do this or that.
4. You often find it difficult to start working.

5. You tend to start several things at the same time so that you don't get anywhere with any of them.
6. You don't start working if you don't get any interest or pleasure from it.
7. You find reasons to do something other than what you have to do.
8. You have no problem starting something but you never manage to finish or go through with it.
9. You reassure yourself that there will be no consequences for not doing your job.
10. You find it difficult to concentrate on what you are doing and your mind wanders to other things

What are your priorities today?

Work

.....
.....
.....
.....

Family

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.....
.....

Leisure activities ?

.....
.....
.....
.....

Health ?

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.....
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.....

MODULE 4: CONFLICT MANAGEMENT

In this session we will look at the following points:

The different types of conflict :

- open, latent, latent
- Conflicts of opinion, needs or interests

The different causes of conflict

- Psychological
- Company
- Personal

Steps to avoid conflict

- From diagnosis to analysis

Reactions to conflict :

- The different reactions to conflicts (quilt, broken record...)

Conflict management techniques

- From appeasement to forcing

Is conflict a necessity?

This is a sign to be taken into consideration:

- The expression of a need
- The expression of a conviction
- The expression of a problem to be solved

Some definitions

Latent Conflict
It exists when individuals, groups, organisations or nations have differences that bother one or the other, but these differences are not significant enough for one party to act to change the situation

Open conflict
An open conflict is one in which the protagonists show great hostility towards each other.

Conflict of needs
It arises 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

Conflict of interest: there is a divergence of interests between the two groups or individuals.

Repressed conflict
The suppression of conflict is a superficial and often temporary state that leaves the situation open to future conflict on similar issues.

Conflict of ideas: the disagreement between the parties concerns different opinions, points of view, perceived as opposed - Conflict of values: the dispute concerns a choice of life, an ideology.

Steps to avoid conflict

Anticipate	Think	Self-confidence	Competence
✓ **Define an objective** ✓ **Clarify the situation** ✓ **Do not cause conflict**	✓ Open mind ✓ Promoting reflection ✓ Putting yourself in the other person's shoes	✓ Self-affirmation ✓ Self-acceptance ✓ Non-judgmental	✓ Feedback ✓ Knowing how to say no ✓ Hearing the criticism ✓ Reformulate

The four types of resistance to change

- **Inertia:** this is characterised by a form of acceptance of change but without visible reaction and especially without action. The individual is cautious, waiting to see what happens to justify this passive behaviour.
- **Argumentation:** resistance through argumentation is productive, the exchange allows for the integration of change but also for the negotiation of its evolution.

- ✓ **Rebellion** is an active and explicit form of resistance. It can take the form of refusal to change, but also of strike action or resignation**.**
- ✓ **Sabotage:** aims to discredit the project of change or its bearer, to scupper it by pernicious means.

What is the best way to respond to change?

1. Be non-active.
2. Be responsive.
3. Be proactive and positive.
4. Recognise that change is part of life. Nothing would exist without change.
5. Accept your emotions. ...
6. Reframe the situation to see the positive. ...
7. You must act because decisions, not conditions, determine your path.

Managing conflict: the different stages

1. Identifying the beginnings of conflict
2. Diagnose and analyse different types of conflict
3. Recognising your sphere of influence to deal with conflict
4. Mobilising internal resources
5. Regulating and exiting conflict

Conflict management techniques

Forcing/dominance (I win - you lose)

- ✓ by hierarchical authority
- ✓ by physical force
- ✓ by the support of the majority
- ✓ by application of the law

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 expensive conflict.

Disengagement / flight (failure -failure)

- ✓ A partner postpones negotiations again and again or makes excuses at the last minute in a repeated manner.

Integration/collaboration (win-win)

- ✓ The parties seek a consensus, i.e. a solution that is acceptable to everyone, not because there is no better solution, 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.

The compromise

- ✓ *The parties haggle* until they find a balance which, if 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).

Knowing how to react to hostile reactions

The DESC method

Practical for formulating a criticism or disagreement without offending your interlocutor, the DESC method is a mediation tool widely used in non-violent communication (NVC). It is a 4-step process:

1. Describe the situation factually
2. Expressing an emotion, a personal feeling ("I" rather than "you")
3. Suggest a solution
4. Conclude by highlighting the positive consequences for both parties

The broken record (or wear and tear technique)

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.

The 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.

Globalization

Place your idea/product in a broader context.

E.g.: "This question can be asked today for all trustees".

The sphynx

The sphinx is the last resort when faced with a blatant case of aggressive behaviour by the person you are talking to, 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 was said and speak calmly.

The quilt technique

The idea here is to cover yourself while at the same time welcoming the other person's comments. Let the other person make his or her point and punctuate it with phrases such as :

"That's your opinion..."
"I leave you free to say what you want..."
"What you say is your own business...
"You are free to think so..."

Small role-playing game: role-playing conflicts

Personal, social and learning to learn competence

Key competences
for people 50+

Tell me and I will forget;
Show me and I may remember;
Involve me and I will understand.

Chinese proverb

ICE BREAKING : LE NOM INDIEN

Module 1

- **Introduction to communication**
  - *Definition*
  - *Left brainand right brain*
- **Difference between verbal and non verbal communication**
- **The verbal communication**
  - *The barriers to communication*
- **Tools for a good communication**
  - *Assertivity*
  - *Empathy*
  - *Clarity*
  - *Active listening*
  - *Reformulation and Feedback*
- **Non verbal communication**
  - *NLP*
  - *Transactional Analysis*
  - *The 5 drivers*

Introduction: The Post-it round.

What do you think communication is?

Did you know?

In an exchange 75% of communication is non-verbal,
25% verbal of which 19% oral and 6% written .

We remember :

10 % of what we read,

20 % of what we hear,

30 % of what we see,

50 % of what we hera and see,

80 % of what we say,

90 % of what we say when we do it.

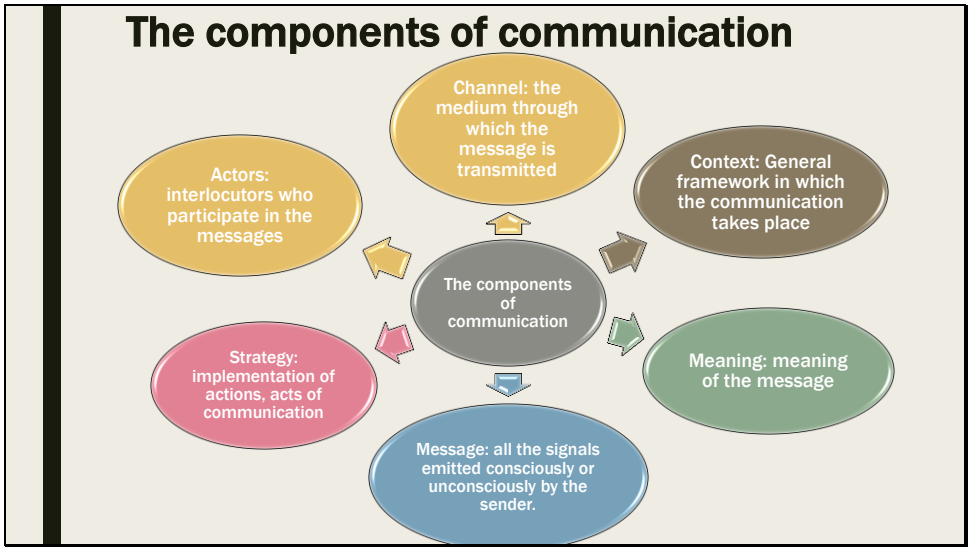
Some definitions

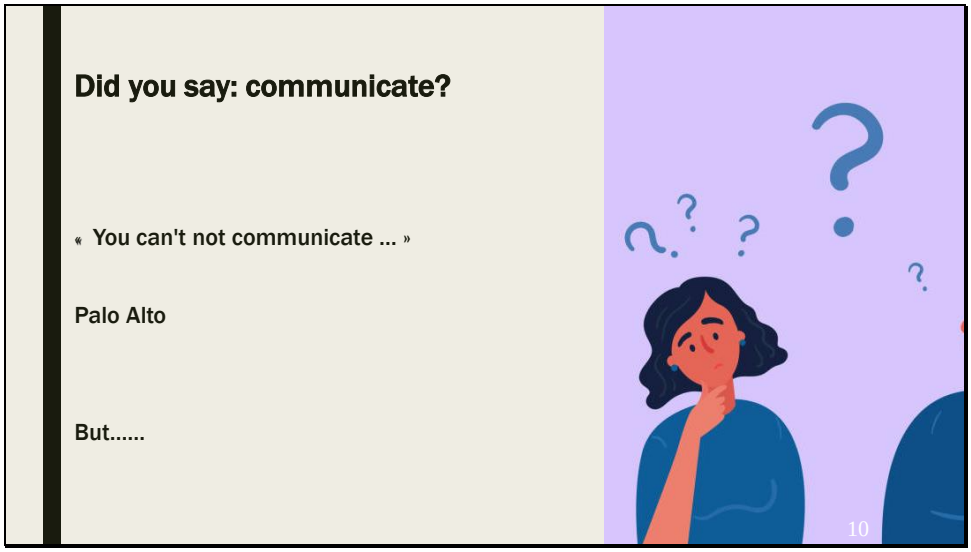
In sociology and linguistics, communication is the set of phenomena that can occur when an individual transmits information to one or more other individuals using articulated language or other codes (tone of voice, gestures, gaze, breathing...)

The three types of communication

Three forms of communication can be distinguished:

- Interpersonal communication that connects two individuals. ...
- Group group communication which brings together several individuals. ...
- Mass communication, which is a set of techniques that allow an actor to address a large audience.

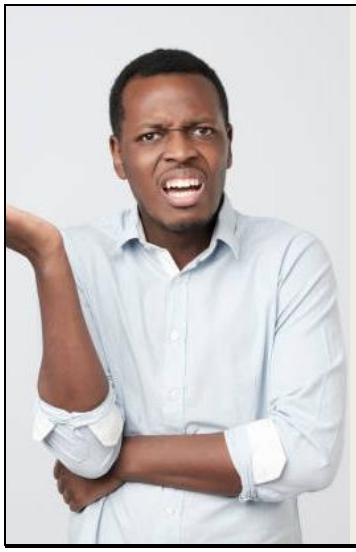

The components of communication
Channel: the medium through which the message is transmitted
Actors: interlocutors who participate in the messages
Context: General framework in which the communication takes place
The components of communication
Strategy: implementation of actions, acts of communication
Meaning: meaning of the message
Message: all the signals emitted consciously or unconsciously by the sender.


Did you say: communicate?
« You can't not communicate ... »
Palo Alto
But.....
10

Did you say: communicate?

Between what I think,
What I want to say,
What I think I say,
What I say,

11



Did you say: communicate?

What you want to hear,
What you hear,
What you think you understand,
What you want to understand,
What you understand...

12

Did you say: communicate?

... There are at least ten ways to disagree.....

But let's try anyway!

Bernard Werber

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IT'S YOUR TURN:
DRAW ME A .....

Difference between verbal and non verbal communication?

Verbal communication is based on language (in all its forms).

On the contrary, non-verbal communication is all the visible signals that a person emits, consciously or not.

What is going on in our brain?

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).

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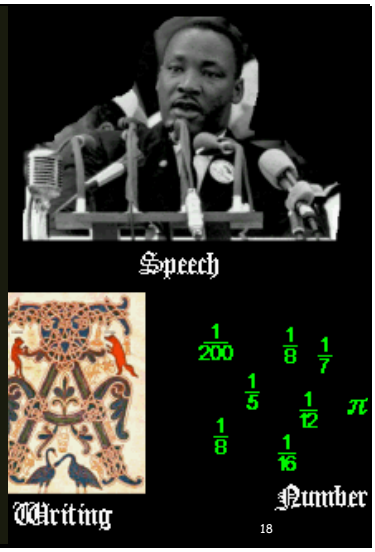
Left brain

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.

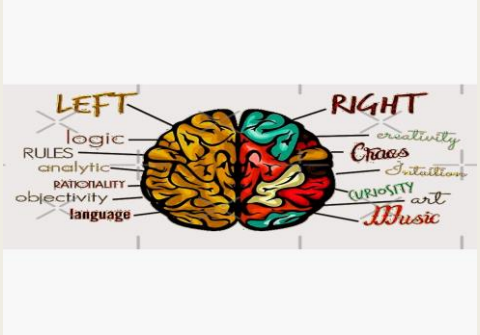
Left brain

The left brain is marked by knowledge and control of the environment, which it seeks to evaluate and control.

- logic
- linear thinking
- mathematics
- facts
- thinking through words



Right brain

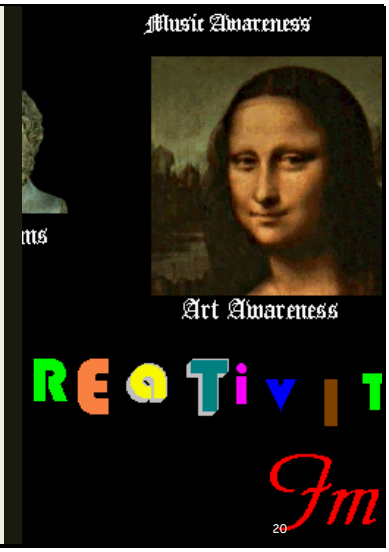


The right hemisphere is very good at concrete things, visualising a picture or object, parallel operations, self-perception or an overview. It is called visuo-spatial.

Right brain

Right brain: is influenced by the innate, and reacts flexibly to its environment to which it seeks to adapt. It is the creative brain.

- *imagination*
- *holistic thinking*
- *intuition*
- *the arts*
- *rhythm*
- *non-verbal cues*
- *visualization of feelings*
- *daydreaming*



How does it work?

Aoccdrnig to a rscheearch at Cmabrigde Uinervtisy, it deosn't mttaer in waht oredr the ltteers in a wrod are, the olny iprmoetnt tihng is taht the frist and lsat ltteer be at the rghit pclae. The rset can be a toatl mses and you can sitll raed it wouthit porbelm. Tihs is bcuseae the huamn mnid deos not raed ervey lteter by istlef, but the wrod as a wlohe..

21

Test yourself

Read this sentence

FINISHED FILES ARE THE RESULT OF YEARS OF SCIENTIFIC STUDY COMBINED WITH THE EXPERIENCE OF YEARS.

How many F can you count ?

Test yourself !

Grey black yellow green blue red

Orange brown green red black

Red violet blue black green yellow

For proper functioning, we need our intuition, and the overall perception of our right brain, which will then be analysed and verified by our left brain.

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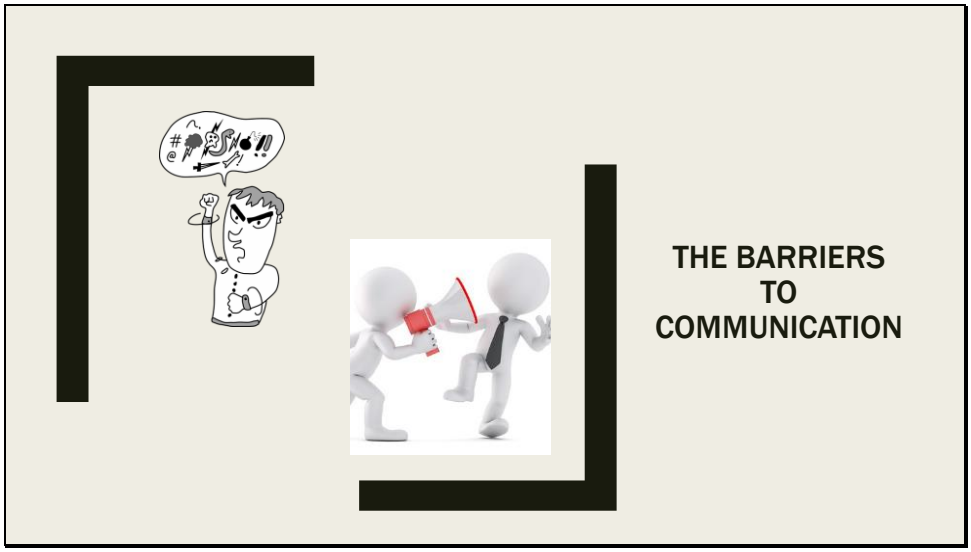


The barriers to communication

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.

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.

The barriers to communication

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.

4) Giving solutions, advice

"What I would do in your place is...", "I advise you to...", "Do this instead...".

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 autonomous.

The barriers to communication

5) Try to convince, persuade

"Yes, but...", "The facts prove that...", "That's why you're wrong..."

Not suitable if emotions are high. Usually leads to a battle of arguments about who is right or wrong, who is more intelligent.

6) Judgmental, critical

"You are this... or that...", "You lack maturity", "You should have more common sense".

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...?").

The barriers to communication

7) Praise, flattery

"You are absolutely right", "You are doing a very good job", "I agree".

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.

8) Humiliating, ridiculing

"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..."

Attacks self-esteem and creates feelings of rejection and misunderstanding. May cause aggressive reaction.

The barriers to communication

9) Ask questions, investigate

Why do you want to do this? With whom? Since when? How did it happen? How long? Where exactly?

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.

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.

The barriers to communication

10) Deflecting, evading or using inappropriate humour

"Let's talk about something else...", "Of course, if you were the big boss this wouldn't have happened...", "By the way, you know about..."

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.

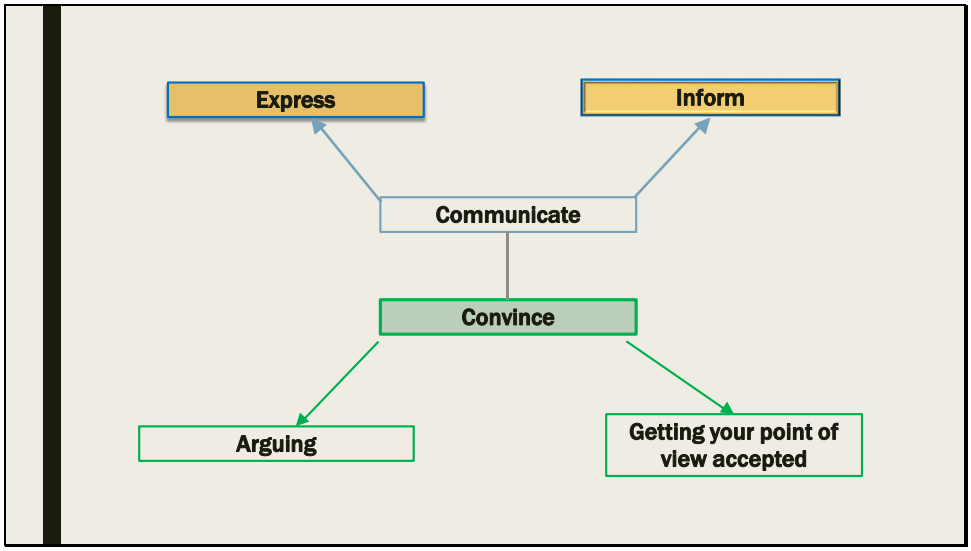
This can be experienced as an invitation not to address problems, not to confide in each other, and can lead to a loss of trust in the relationship. The other message is that the other person's problems are not important, not important at all, because they are brushed aside.

What are the five qualities of good verbal communication?

These are the 6 qualities of powerful communication:

- ✓ Assertiveness.
- ✓ Open-mindedness.
- ✓ Empathy.
- ✓ Clarity.
- ✓ Listening.
- ✓ Reformulation and feedback.

ASSERTIVITY



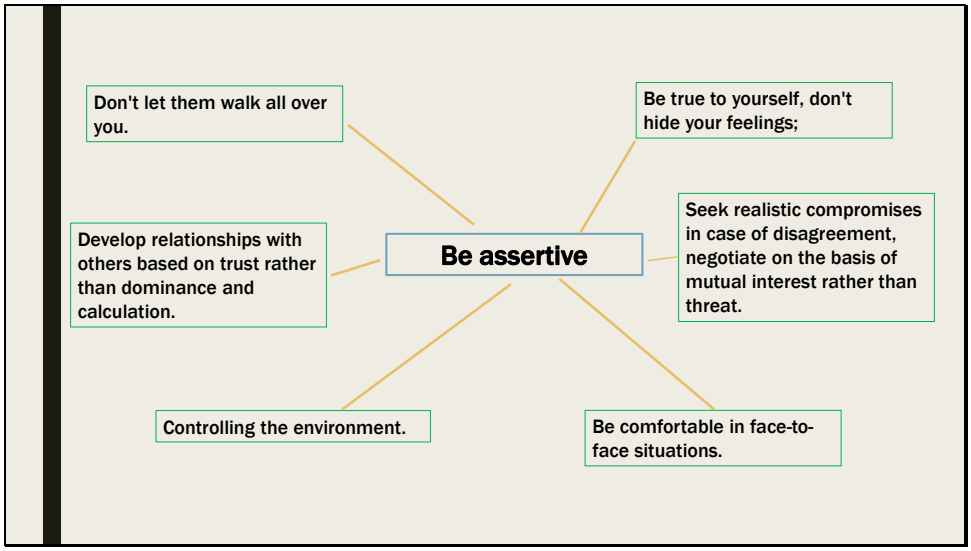
The assertivity

Déefinition : the term "assertiveness" appeared in the first half of the 20th century.

The American psychologist, Andrew Salter, introduced it and gave the following definition: "the ability to express oneself and defend one's rights without infringing on those of others".

This notion then spread until it became the subject of books dedicated to its promotion during the second half of the 20th century.

Assertiveness is seen as the art of getting a difficult message across without passivity but also without aggression.



- AssertivityTest

Open-mindedness

What is open-mindedness?

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.

It means being willing to :

- 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.

What does open-mindedness bring to life?

he negative effects of a lack of openness can be seen first of all:

- 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.

The list goes on and on, and it shows how open-mindedness is an essential quality to develop!

Indeed, it promotes creativity and allows us to interact with others in a more beneficial way.

What does open-mindedness bring to life?

By being more receptive to others and new environments, one can more easily step out of one's daily routine, and accept change.

Open-minded people are more humble, able to acknowledge that they do not know. In addition, they are intellectually enriched by exploring the world and others. This allows them to be imaginative and creative.

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.

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.

Albert Einstein said: "The measure of intelligence is the ability to change.

Be careful, however: being open-minded does not mean taking in everything in any way and by anyone.

Keep a critical mind and step back from ideas, people and things, but do so with goodwill.

Always have doubts, so that you don't rush into any new idea that seems very exciting at first.

Keeping a free... and critical conscience

EMPATHY

Empathy.

https://www.youtube.com/watch?v=1Evwgu369Jw

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.

In common parlance, the phenomenon of empathy is often illustrated by the expression "putting oneself in the place of the other".

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.

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Empathy

Empathy is the recognition and understanding

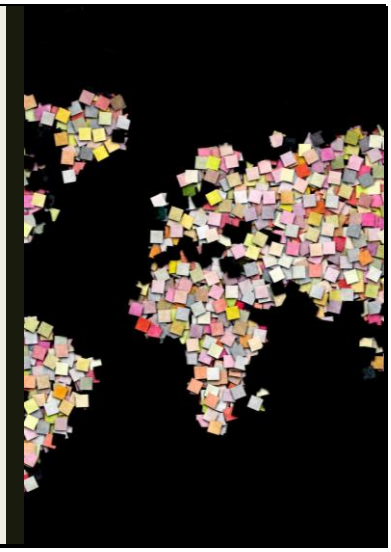
feelings and emotions of another individual.

In a more general sense, it is the recognition of one's non-emotional states, such as one's own beliefs.

In everyday language, the phenomenon of empathy is often illustrated by the expression "putting oneself in the place of the other".

EMPATHY consists of :

- To succeed in immersing oneself in the subjective universe of the interlocutor.
- Understand the meaning of the speaker's words in the context of his or her own sensitivity and reactions.
- Remaining emotionally independent while focusing on the meaning of what the speaker expects and wants to say.



Clarity

Synonym: transparency, clarity.

Definition :

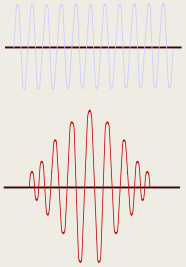
- That which makes things visible, perceptible to the eye; electromagnetic radiation capable of impressing the eye.
- character of what is intelligible.
- What is well understood is clearly stated and the words to say it come easily (Jean Boileau 17th century)

ACTIVE LISTEING

A knowledge of how to be and how to do.

What "active listening" is not

- *A conversation*
- *A discussion*
- *An interview*
- *An interrogation*
- *A speech*
- *A confession*
- *A diagnosis*



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The speaker's attitude
The attitude of the listener

Openness and availability without prejudice

"Non-judgmental »

« Non-directiveness »

Genuine intention to understand the other in his or her way of thinking, expressing himself or herself, discovering his or her subjective world.

Effort to analyse what is said and what happens during the exchange.

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Barriers to listening

- Giving orders, directing, commanding,
- Warn, warn, threaten,
- Moralising, preaching, lecturing,
- Advise, give suggestions or solutions
- Explain, argue, persuade through logic,
- Judging, criticizing, disagreeing, blaming
- Compliment, agree, evaluate positively, approve
- Calling names, ridiculing, shaming
- Sympathise, console, support
- Dodge, distract, humor

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More barriers...

The expressions:
"yes, but..." = opposition
"he or she looks... = prejudice
"you shouldn't have... = judgment
"let's start by talking about... = directionality
"I think you ... = subjectivity

Dedramatise, trivialise: "don't say that, but no..."

Preparing a response while the other is talking

Cutting off speech

Signs of impatience

REFORMULATION

A definition ?

« It is an intervention by the negotiator that consists of repeating in other words and in a more concise or explicit manner, what a person has just expressed...»

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The aims of reformulation

- Communicates to the subject what the receiver has understood or is trying to understand
- It clarifies the meaning of the subject's words by reflecting back to him/her what he/she is saying in a different way and offers the possibility to continue or deepen the discussion
- It allows the sender and receiver to avoid misunderstandings by allowing them to confront their perceptions

55

Silence

- Silence allows the subject to feel that he has time to express himself...
- By respecting this silence, the negotiator indicates that he is not in a hurry to conclude, that his rhythm is that of the subject...

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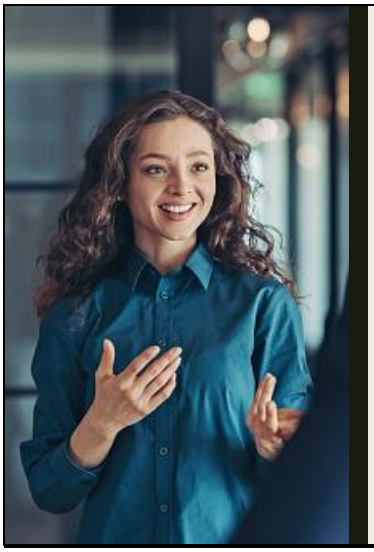
NON VERBAL COMMUNICATION



What is the role of non-verbal communication?

Non-verbal behaviours serve as regulators of the interaction between sender and receiver; they are often essential elements of the feedback needed for effective communication.

Types of non-verbal communication

- Facial expressions. The human face is particularly expressive. ...
- Movements and posture. ...
- Gestures. ...
- Physical contact. ...
- Proxemia. ...
- Voice. ...
- Appearance.

Some tools to better understand non-verbal communication

- NLP
- Transactionnal Analysis

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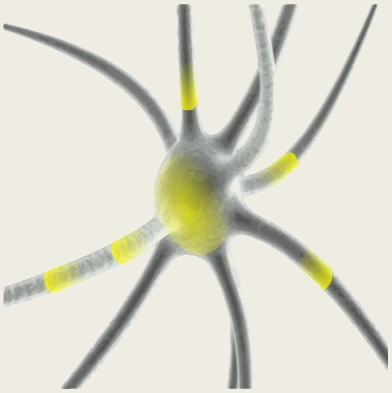
Neuro-linguistique Programmation

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.



Linguistique

M1

Because it is language that structures and reflects the way we think.

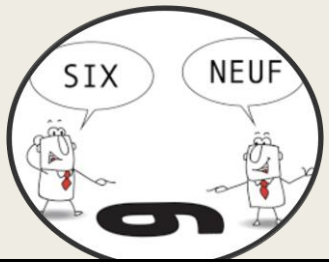
It is the vehicle for our experiences, our perceptions and our representations of the world.

Programmation

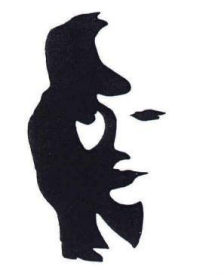
Because since our earliest childhood, we program ourselves, we learn things, ways of thinking, feeling, sensing and behaving. So, since the material is the same (brain and nervous system), what one person is able to do, another is potentially able to do.

" The map is not the territory it represents ".

This is probably the best way to express the fact that each of us constructs a subjective representation of reality and that we live and 'function' in response to this representation.



THE PERCEPTION OF REALITY



66

The perception of reality

How is this image represented?

Look for the old woman
Look for the young woman

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The perception of reality

- This exercise shows that we do not all see the same thing objectively.
- We can therefore deduce that it can be difficult to communicate with a person who does not, in good faith, see the same thing as we do.
- We can then try to explain the reason(s) for this discrepancy: culture, education, personality, age, work group, leisure group, experience, social class…
- In fact, everything that constitutes our reference system.

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- What to choose first?
- The form or the
- the substance?

69

- And here, what do you see?

70

It's all about perspective

The perception of reality

Reality passes through many filters and we are never objective because we only have representations of reality.

What is it that makes us not see objects in an objective way? Not in the same way as others?

Already at all levels, both auditory and visual, we have only a partial knowledge of reality (we only see certain wavelengths, we only hear certain sounds...).

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M1

Conclusion: Communication is improved by learning to

- **Observe,**
- **Taking into account others (acceptance of others),**
- **And by adopting an attitude of control towards one's own perceptions and interpretations.**

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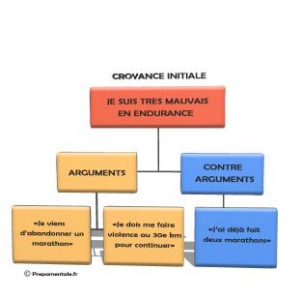
Beliefs

- There are two types of beliefs:
- A = B, equality beliefs
- and
- A => B, limiting beliefs

Limiting beliefs



What is a limiting belief?

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.

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.

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Limiting beliefs

They seem natural, universal, or shared by 'common sense' people - in short, they are 'true'.

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.

By acting on our belief system, we can change our perception of stressful situations.

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Limiting beliefs

Some limiting beliefs:

- *I'm no good, I'm worthless!*
- *I'm not good at languages, maths!*
- *I'm not going to make it, I'm not up to it!*
- *I am not worthy of love!*
- *Others are so much better than me!*
- *If I say "no" I will hurt his feelings!*
- *You have to work hard and relentlessly!*
- *Pleasing yourself is selfishness*
- *!*

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What are your conscious limiting beliefs that fuel your stress?.....
.....
.....
.....
.....
.....
.....

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Transactionnal Analysis

- Created at the initiative of Eric Berne (1910-1970), an American psychiatrist.

In the 1950s, Berne, inspired by Freud, distanced himself from psychoanalysis.

- It seeks to create a therapeutic tool that is effective and rapid, therefore less expensive and accessible to all.

Transactionnal Analysis

T.A. offers a framework for understanding relational problems and intervention methods for resolving them.

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.

The ego states

The ego states provide information about the type of relationship we have with others ...or with ourselves (inner dialogue).

Cela signifie que, tout au long de sa vie, une personne :

- Observe how his 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 conclusions. 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.

The ego states

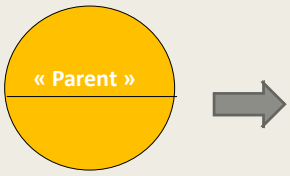
- **Parent (P):** which retains all thoughts + feelings + behaviours of parental models and integrated as they are,
- **Adult (A):** which retains all thoughts + feelings + behaviours related to the "touch" of reality, to the here and now,
- **Child (C):** which retains the set of thoughts + feelings + behaviours as the person experienced them in childhood.

The ego states

Thus, at each moment we approach reality with three possibilities:

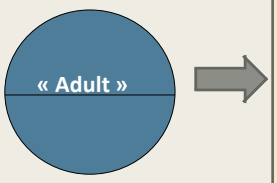
- Placing models on it ("being in the Parent"),
- Replicating personal experiences from the past ("being in the Child"),
- Or taking reality as it is - not as we would like it to be - with what we are and not what we were or what we would like to be ("being in the Adult").

The ego states



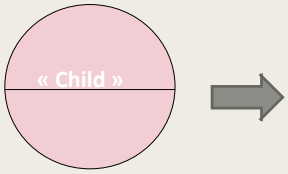
- Strict adherence to the official organisation chart,
- Management principles,
- Work organisation
- Strong values (e.g. family values)
- Career opportunities
- Fulfilment
- Standards
- Recognition on merit …

The ego states



- Objective and rational approaches
- Pragmatic cooperation focused on efficiency
- Authenticity of communication
- Effective confrontation
- Projects
- Dialogue
- Analysis
- Delegation…

The ego states



- Informal organisation
- Human relations focus
- Motivation
- Obedience, adaptation
- Creativity, cunning, resourcefulness
- Manipulation
- Joys, sorrows, enthusiasms, disappointments, resentments…

The ego states

There are no "good" or "bad" ego states, they all have a different essential and complementary function. These are the functions of each:

- ✓ **Normative Parent:** function of protection and transmission of values
- ✓ **Nurturing Parent:** function of permission and encouragement
- ✓ **Adult:** function of exploring the environment
- ✓ **Rebellious Adapted Child:** legitimate opposition function
- ✓ **Adapted Submissive Child:** function of adaptation to the environment
- ✓ **Free Child:** function of expressing basic needs and emotions

The ego states

On the other hand, the excessive use of an ego-state, without necessity in relation to the situation, leads to making the use of its function inoperative:

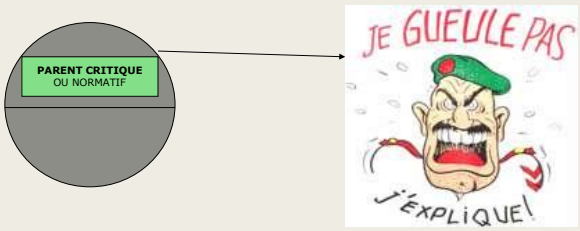
- ✓ if a person regularly speaks sharply to a child, the child will no longer be able to distinguish between a warning in the face of proven danger and a trivial situation
- ✓ if someone systematically does what he is told, he will no longer be able to distinguish between adequate adaptation and what is called over-adaptation, i.e. adaptation to the detriment of his own needs,
- ✓ or if a colleague interrupts a meeting every two minutes because he is thirsty, it is likely that after a while he will no longer have a say.

Examples

- **Normative Parent:** a child wants to cross the road when a car is coming, a passer-by says sharply: "Back off!
- **Nurturing Parent:** to a colleague who has just been given a new and difficult assignment: "You'll do fine, the boss is right, you're our best resource for this project!
- **Adult: at a car dealership:** "How much is that car?" in a neutral tone,
- **Rebellious Adapted Child:** someone speaks to me in a tone of voice that I don't accept, I tell them forcefully: "Please speak to me in a different tone of voice",
- **Adapted Child Submissive:** for no apparent reason, a policeman stops me and asks me for my papers; without asking questions I give them to him,
- **Free Child:** in the middle of a work meeting, a colleague suggests a break because he is thirsty: "Come on, let's have a coffee break!" in a cordial and dynamic tone.

Ego states

EGO STATE: The indication of the invested Ego State is usually indicated by the non-verbal...



Exercise

Here are some sentences, can you guess what functional ego state the person was in when they said them?

- "You can always run! I'll never do it!", said defiantly and energetically, in a tone of rebellion
- "Can you help me write this part?", in an informal tone
- "Oh, that's so pretty! I want the same one!" said in a happy and enthusiastic voice, with a smile on her face
- "This is unacceptable! Don't you dare do that!", her face red with anger, her tone high and her volume high
- "What I'm telling you now is for your own good", in a friendly and comforting tone with a soft voice
- "Classes start at 3pm. They end at 6pm", in a neutral tone
- "Respect is the rule here, you're out", in a firm tone, pointing to the exit
- "Are you sure I can? I'm not sure, I'd rather not", in a fearful tone, with a worried face

The Parent state

The parent ego state has four subdivisions:

- The foster or giving parent
- The normative parent
- The persecuting parent
- The saviour parent

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The Parent state

	Attitudes, faces, gestures tone of voice	Formulations, typical expressions
Normative parent +	Firm, gestures supporting speech, determined face, negotiated authority, gives rules, serious face, arms crossed, reward...	"You must, you must, because .... "That's good, go on, right,...", "No, that's not possible, that's a mistake,...", "Is that clear, don't forget the instructions, keep to the time limit...".
Persecuting parent -	Critical, threatening voice, angry, frowning, punishing, can go as far as physical abuse, scathing voice, harsh, severe, intolerant, very directive, breaking, ironic, dismissive...	You should be ashamed", "That's enough", "I'm not surprised at you", insults, mimics, gestures, devaluing sighs, "I forbid you, get lost"...
Foster parent +	Affectionate, tender gestures, protective shoulder, warm, reassuring, welcoming, understanding face, soft and harmonious voice, conciliatory, tolerant, relaxed face...	"Can I help you?", "How are you? don't worry", "very strong, you are in good shape"...
Rescue parent -	Hyperemotional, concerned, sentimental, charming voice, stifling gestures and attitudes,...	"Don't worry, I'll take care of it", "It's not your fault",...

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The Adult state

The adult ego state has no subdivisions.

- ✓ He is interested in facts, news, objective analysis and expresses himself in a calm manner: "he says things".
- ✓ In verbal communication, his voice is calm, steady, and his gaze is frank.
- ✓ In non-verbal communication, he stands up straight, at a suitable distance, (so-called social), he is relaxed.

The ego states

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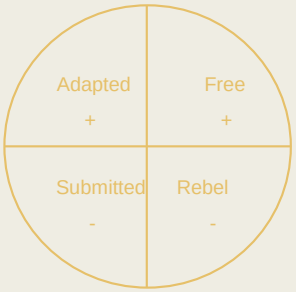
The Child state

This ego state is creative, it is in the emotion. The child has 4 subdivisions:

- the submissive child.
- The rebellious child
- The adapted child
- The free child



The ego states

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The Child state

	Attitudes, faces, gestures tone of voice	Formulations, typical expressions
Adapted child +	Kind to others, calm, avoids conflict, even tone of voice, polite, discreet, listens, orderly, obedient, very social, smiling, respectful, does not take initiative, waits to be asked questions,.	"yes, no thank you ...." "hello, good evening,...", "please,...", "may I.....?", "if you like, when you like",...
Submissive child -	Insignificant, low voice, shy eyes, avoids contact, shy, reserved, blushes easily, silent, does not answer questions, does not take initiative	"yes", silence
Free child +	Natural attitudes, frank, direct, spontaneous, enthusiastic, curious, intuitive, expressive face, creativity, desire, imagination,...	Explosion of joy, fear, sadness, anger, "I want, I don't want, I want,...", chic, shit, again, "I love, I hate,...".
Rebellious child -	Gesticulating, shouting, defending, provoking, any form of opposition, sulking, fooling around, forgetting, ironic, conflict-seeking, identity-seeking,...	"I'm fed up, I'm fed up,...", "no", "cause toujours", "tous pourris",...

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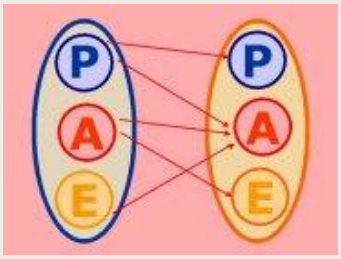
Online Enneagram Tests

- https://www.eclecticenergies.com/francais/enneagramme/dotest

Transactional analysis:
Transactions

- A back and forth (stimulus and response) between two ego states.
- A transaction in TA is the unit of exchange (verbal or non-verbal) of communication, between two or more natural or legal persons

Transactional analysis:
Transactions



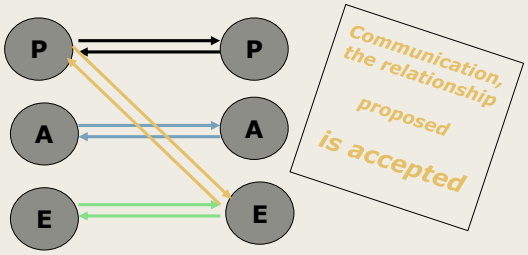
A transaction is a unit of exchange between two or more natural or legal persons

Parallel transactions

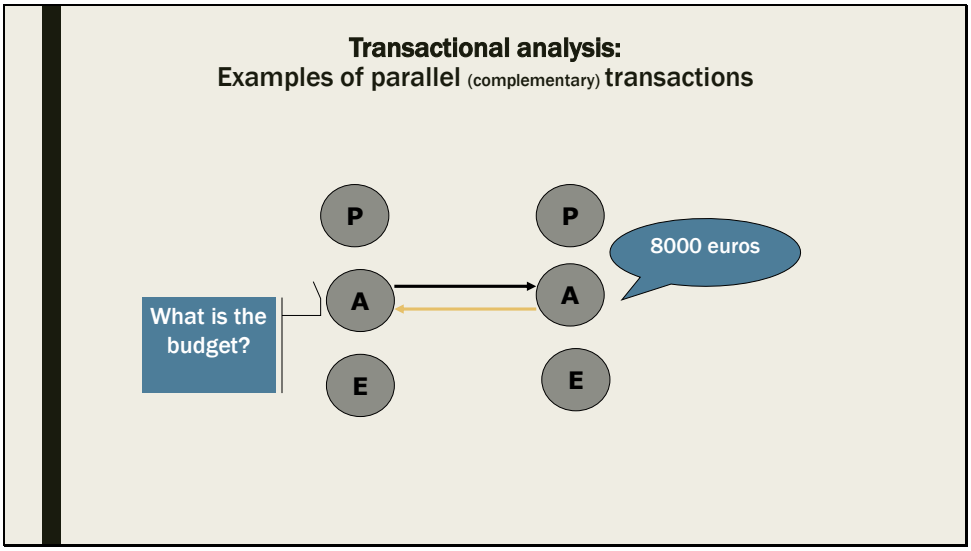
Parallel transactions are potentially the most effective communication in most cases in business,

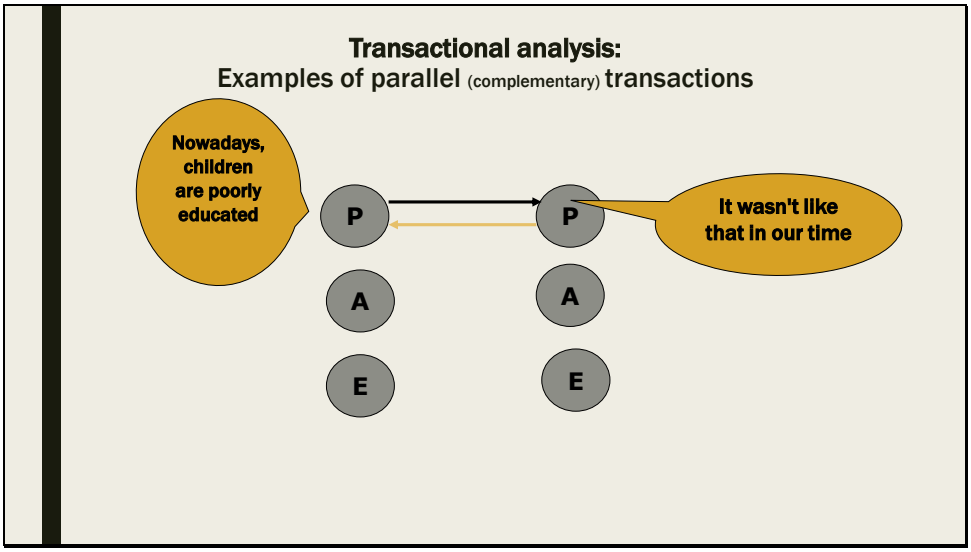
Other types of transactions can be more or less trapped…and a source of communication difficulties

Transactional analysis:
Examples of parallel (complementary) transactions



During a parallel transaction, the outward and return journey is done by the same channel, the same way. There is no intervention of other ego states in the return (the response).

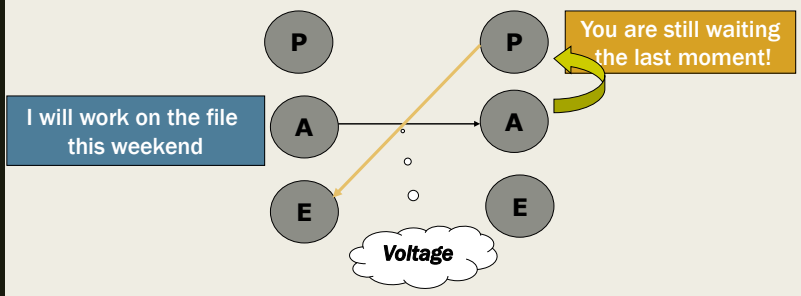

Transactional analysis:
Examples of parallel (complementary) transactions
P
A
E
P
A
E
8000 euros
What is the budget?


Transactional analysis:
Examples of parallel (complementary) transactions
Nowadays, children are poorly educated
P
A
E
P
A
E
It wasn't like that in our time

Cross-transaction

- Cross-transaction: another ego state (MS) than the one targeted by the first interlocutor intervenes.
- This interfering MS affects a MS other than the one from which the transaction originated.

Transactional analysis:
Example of a cross transaction



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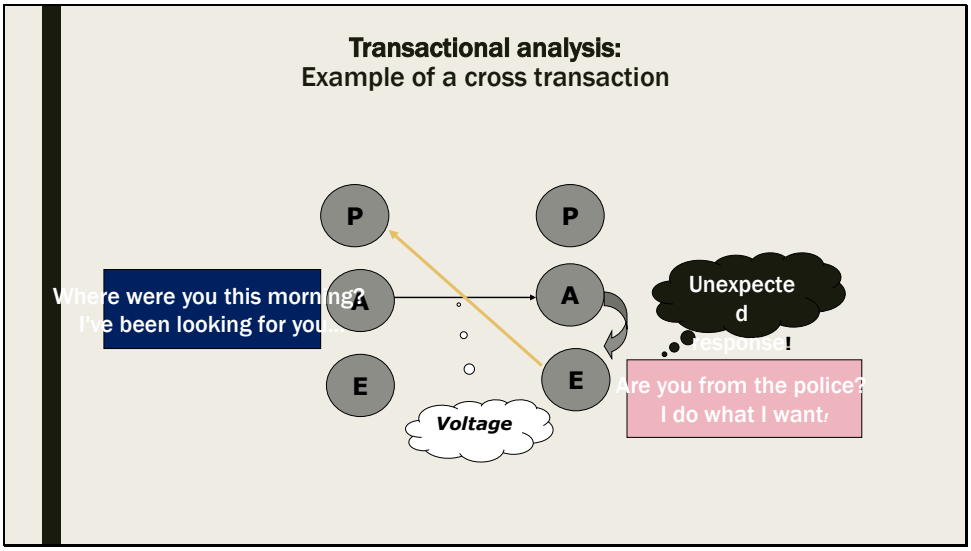
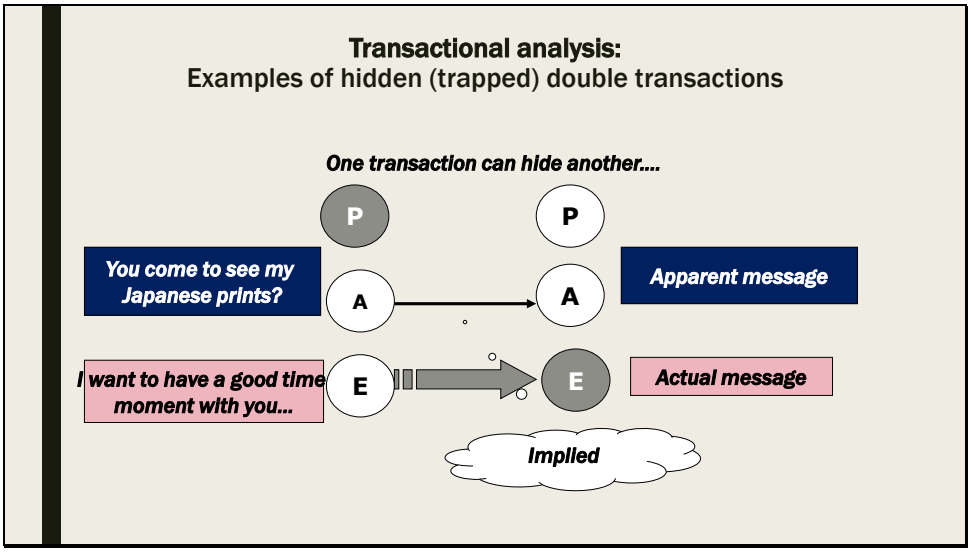
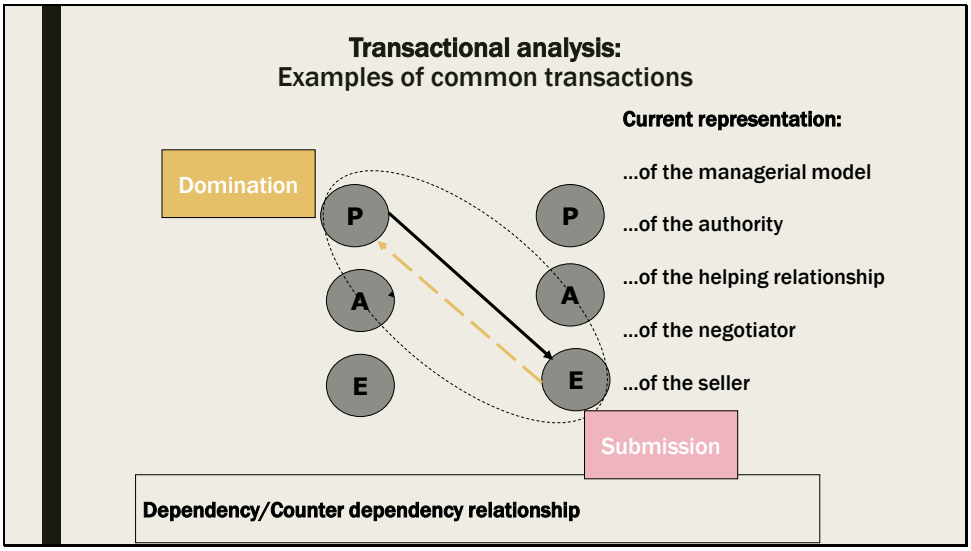






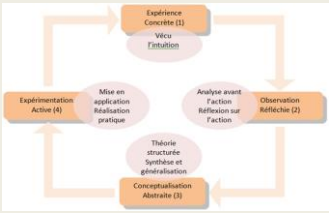
Module 2: learn to learn

- The different learning styles
  - *The four learning styles (Kolb's typology)*
  - *What is your learning style test*
- **How to memorise?**
  - *The VAKOG*
- **Critical thinking** :
  - *Definition*
  - *The 5 critical thinking skills*
  - *How to improve critical thinking?*
- **How to use the information?**
  - *Where to find the information?*
  - *How to summarise information*
  - *How to report information*
- **Developing motivation**
  - *The theory of expectations (Victor Wroom)*
  - *The needs pyramid*
  - *How to find your deepest motivation*

The 4 learning styles

Learning style identified from four styles resulting from the combination of two bipolar dimensions: concrete-abstract, action-reflection:

- Convergent style (abstract-action)
- Divergent style (concrete-reflective)
- Assimilative style (abstract-reflective)
- Accommodating style (concrete-action)



David Kolb studied learning and noted 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.

1. *Concrete experience of an action/idea (I am painting a kitchen wall).*

2. *Thoughtful and careful 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 the initial experience. (I try a different method).*

Kolb has named the different types of learners according to their preferred phase of the learning cycle.

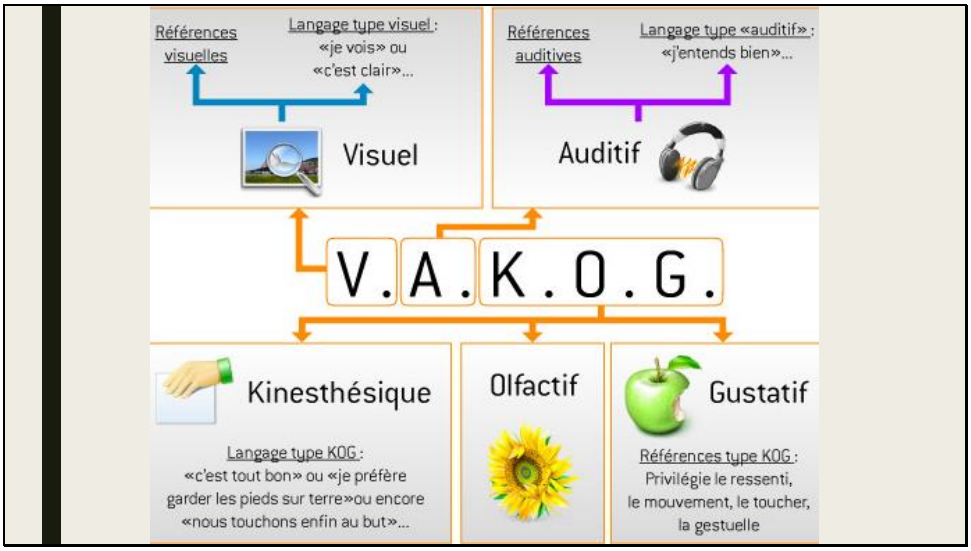
The divergent
Prefers the phases (1) concrete experience and (2) reflection on that experience. Divergers are imaginative and interested in people and emotions.

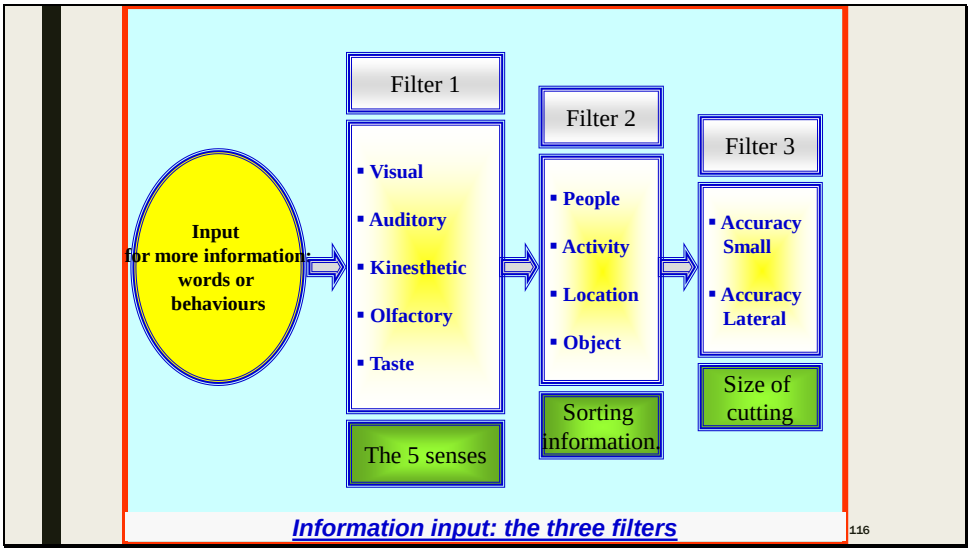
The assimilator
Prefers phases (2) reflection on an experience and (3) abstract and theoretical conceptualisation of an experience. Assimilators like to create theoretical models and are less interested in people and practical applications of knowledge than others.

The converger
Prefers the (3) abstract, theoretical conceptualisation of experience and (4) application of the idea/action phases. Convergers like to be practical and tend to be unemotional. In addition, they prefer to deal with things rather than people.

The accommodator
He prefers the phases (1) concrete experience and (4) implementation of the idea/action based on this experience. Accommodators adapt easily to new experiences and tend to find solutions to problems based on their intuition.

A tool for better memorization: the VAKOG


Références visuelles
Langage type visuel : «je vois» ou «c'est clair»...
Visuel
Références auditives
Langage type «auditif» : «j'entends bien»...
Auditif
V.A.K.O.G.
Kinesthésique
Langage type KOG : «c'est tout bon» ou «je préfère garder les pieds sur terre»ou encore «nous touchons enfin au but»...
Olfactif
Gustatif
Références type KOG : Privilégie le ressenti, le mouvement, le toucher, la gestuelle


Input
for more information:
words or
behaviours
Filter 1
Visual
Auditory
Kinesthetic
Olfactory
Taste
The 5 senses
Filter 2
People
Activity
Location
Object
Sorting information.
Filter 3
Accuracy Small
Accuracy Lateral
Size of cutting
Information input: the three filters
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Filter 1
The five senses/VAKOG

A Visual will use expressions like: ***It's clear, panoramic effect, dark day, it's dark to me, it's bright, I see what you mean, etc.***

An auditor will use the following expressions: ***I am not deaf to your call, it sounds hollow, you seem silent, but shut him up, you reason badly, etc.***

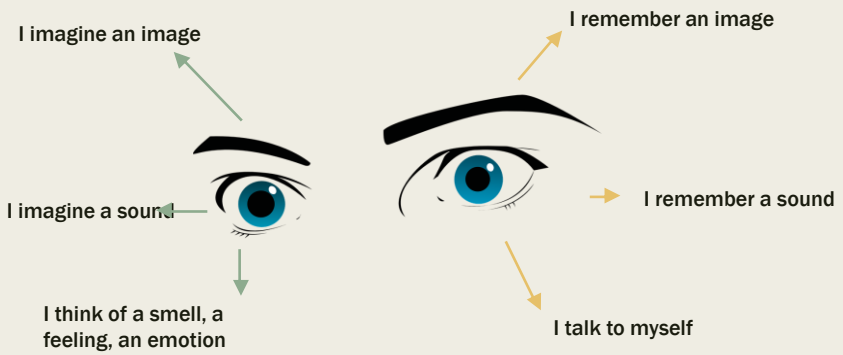
Filter 1
The five senses/VAKOG

A Kinesthetic will use expressions related to verbs of movement: ***move, jump, etc. And will also refer to expressions: goosebumps, calm, affectionate, etc. And will also refer to expressions: I have goose bumps, calm, affectionate, etc.***

An Olfactory will use words: **It stinks, it smells good, etc.**

A Gustative will say: **I savour my victory, good taste, delicious, etc.**

Eye movement



TEST

- WHAT IS YOUR MEMORY PROFILE?

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Critical thinking

1. Definition
2. The 5 critical thinking skills
3. How to improve critical thinking?

Critical thinking: definition

Critical thinking is a primarily rational activity, based on questioning and challenging prejudices and 'ready-made' opinions.

In sum, critical thinking is characterised by doubt, intellectual rigour, in-depth examination, reflection, etc., and it is also conceived as a process.

The 5 critical thinking skills

The key skills of critical thinking are: analysis, interpretation, inference, explanation, self-regulation, open-mindedness and problem solving.

Examples of critical thinking skills

- Analytical thinking.
- Good communication.
- Creative thinking.
- Open-mindedness.
- Problem-solving skills.
- Ask thoughtful questions.
- Promote a teamwork approach to problem solving.
- Self-assess your contributions to the company's objectives.

How to improve critical thinking?

How can you improve your critical thinking skills?

1. Knowing exactly what you want is the first step in critical thinking.
2. Manage your prejudices. ...
3. Consider the consequences of your options. ...
4. Do your research. ...
5. Accept that you are not always right. ...
6. Break it down. ...
7. Don't make things too complicated.

How to improve critical thinking?

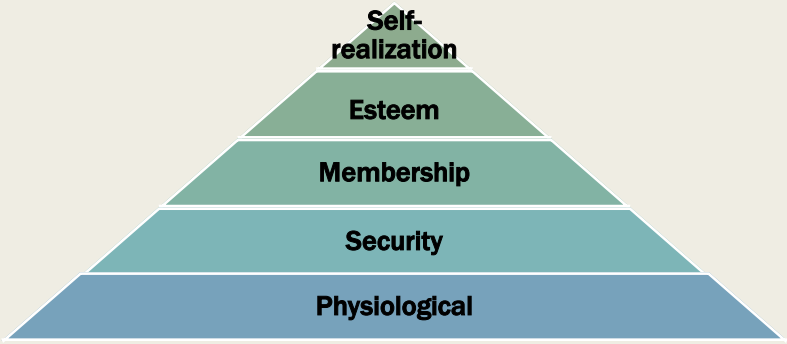
How to develop critical thinking skills

1. Don't believe everything you are told. The first step in critical thinking is to consider more than one point of view. ...
2. Don't believe everything you think. ...
3. Ask questions. ...
4. Further research. ...
5. Evaluate your work.

Developing motivation

1. The theory of expectations (Victor Wroom)
2. The pyramid of needs (Maslow)
3. Recognition
4. How to find your deepest motivation

MASLOW's pyramid of needs



MASLOW's pyramid of needs

- **Physiological needs:** sleeping, feeding, drinking, dressing… In short: primary biological and physical needs
- **Security needs:** elements of stability, protection
- **Needs to belong**: integration into a group, social status
- **Esteem needs:** to be recognised, to be loved, to be accepted by others
- **Self-fulfilment needs:** self-realisation, self-fulfilment, personal development (e.g. through meditation)

test

What are your current needs?

Victor Vroom's V.I.E model

Explanations of the Vroom V.I.E model

a - The valence

Valence, in Vroom's theory, is the value we place on what we are going to achieve. If I embark on this project, is what I am going to get really valuable to me?

For example, we are managers and we give a new assignment to one of our employees. Motivation will be proportional to the value the employee places on the reward. 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.

Explanations of the Vroom V.I.E model

b - Instrumentality

In Vroom's theory, the instrumentality is the probability that we can meet our expectations. If our employee has to achieve outstanding 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 try to understand the probability that by doing this action he will get the desired reward.

Explanations of the Vroom V.I.E model

c - Expectation

Finally, in this theory of motivation, expectation corresponds to the ability to succeed based on one's own skills. Here, the employee will seek to understand whether he or she is really capable of carrying out the mission. 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.

Confidence and resilience

What is self-confidence?

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.

The four main pillars...

1. Consistency. ...
2. Intention. ...
3. Relevance. ...
4. Results.

The main types of trust

Most typologies on trust are based on the framework defined by Zucker (1986). He distinguishes three forms of trust:

- interpersonal trust,
- inter-organisational trust
- institutional trust.

Causes of a loss of self-confidence

- Self-deprecation is the main cause of low self-confidence. ...
- Having a negative mindset. ...
- Being surrounded by negative people. ...
- Position yourself as a victim. ...
- Being a perfectionist about yourself. ...
- Ignore and suppress negative emotions.

7 tips to help you trust yourself

1 - Do not feel guilty. ...
2 - Helping does not mean saving. Beware of the opposite effect. ...
3 - Helping to raise awareness of the problem. ...
4 - Reverse the roles. ...
5 - Seeing yourself with an outside eye. ...
6 - Dismantle the speeches. ...
7 - Offer support.

Resilience: definition

The ability of an individual to build and live satisfactorily despite traumatic circumstances. 3. The ability of an ecosystem, a biotope or a group of individuals (population, species) to recover after an external disturbance (fire, storm, clearing, etc.).

The origins of resilience

- The word resilience comes from the Latin resilientia and has its origins in the metallurgy sector to mean the ability of a material to return to its original state after an impact or under continuous pressure.
- In ecology, this is the ability of an ecosystem to return to normal functioning after a disturbance.
- This concept was 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 can be a question of so-called 'at-risk' individuals who manage to develop without psychological damage despite an unfavourable family and social context.
- Boris Cyrulnik defines resilience as "a strategy of struggle against misfortune that allows one to derive pleasure from living, despite the whisper of ghosts in the depths of one's memory".

What are the benefits of resilience?

- Stress reduction
- Building self-confidence
- Reduced risk of depression
- Increased optimism
- Development of serenity

Some things to cultivate: 10 keys to contribute to resilience

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
3. try to let go
4. explore its resources
5. focus on your positive actions
6. overcome frustrations
7. demonstrate mental flexibility
8. use the narrative approach
9. believe in oneself
10. engage in therapeutic support

Life positions

- 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.

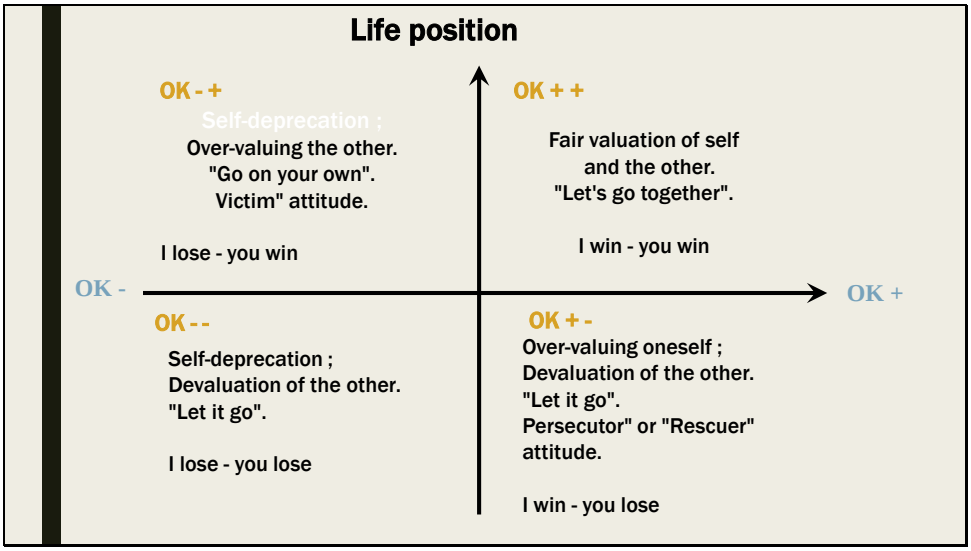
- The -/+ position: this is a position that results in a devaluation of oneself, the other(s) are much better than me, they do it better, they are happy, and I will never be happy...: it is a depressive position that can be summarised as follows: It is a depressive position that can be summarised as follows: "I am not worth much, anyone is worth more than me".

Life positions

- The +/- position: here I think 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.**

It is a position of devaluation or domination, of arrogance towards the other.

- The -/- position: **"I am worthless and so are you",** may 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 does not expect anything from anyone. They have a negative image of themselves and the world.



Transactional analysis
Signs of recognition (stroke)

- Exchanges, contacts that tell me that I exist in the eyes of someone else
- Basic / survival need
- Unit of measurement of human relations
- Defines the relationship in intensity and tone

Transactional analysis
Signs of recognition (stroke)

One of the keys to behaviour:

If I don't get (enough) positive strokes

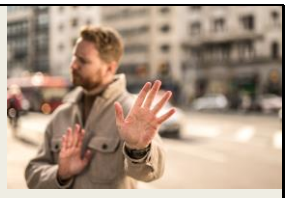
I will look for negative strokes

Which are better than…nothing

Transactional analysis
Managing signs of recognition

	EASY	DIFFICULT	FOCUS
ASK			
GIVE			
RECEIVE			
REFUSE			

Knowing how to say "NO



- This prevents us from saying no!
- Let's look at children... they all go through the period of asserting 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 is "no" and that is "all"!

Knowing how to say "NO

- We are all afraid to be :
- Being humiliated.
- Being rejected.
- Being ignored.

In addition, these three major fears can be associated with motors called "drivers" by psychologists. Five drivers have been defined: Be perfect, Be strong, Make an effort, Hurry up, Be happy.

TEST

What driver makes you say 'YES' too often when you want to say 'NO'?

Be perfect.

The Be perfect register invites the individual to always do better and to strive for perfection in order not to disappoint and to attract the benevolent attention of others to him.

Of course in this case the Perfect Beings always have time to do more as they are well organised!

How can I say no, then?

Be strong.

Be strong prevents the individual from having moods... a boy doesn't cry, for example. As we then forbid ourselves to have moods we also forbid ourselves to feel compulsion or displeasure in doing something... so we always say 'yes'.

Make an effort.

The third register of Make an effort... speaks for itself.

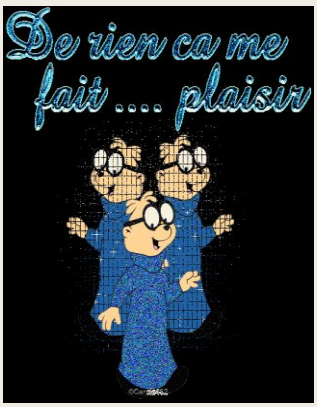
Life is not allowed to be easy or simple! We don't give ourselves the right to succeed without a lot of work...

So making an effort by helping others and always saying YES fits well into this model.

Please do a favour.

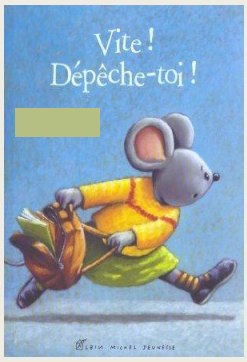
The same goes for the Pleasure... naturally! In the register of please, one must first satisfy others before thinking of oneself. How can we say "no" when we are doing this?

The Pleaser is afraid of disappointing and then not existing as a person.



Hurry up.

The last driver is the hurry-up driver, which prevents people from taking their time and invites them to do everything or the maximum all the time.



Module 3: Time management

Definition and time blockers

- *Time is a source of stress*
- *What would you do if you had more time?*
- *The Eisenhower matrix*

Some tips:

- *Define and prioritise your activities*
- *Develop a list of activities*
- *Organise your activities in sequence*
- *Planning your activities*
- *Creating a Gantt*

Planning your future without stress: what will your life be like in 5 years?

Accepting to lose time to gain time

Why manage your time?

Time is our most precious asset, it is a capital, it is inexorably running out.

If this source is wasted, it leads to :

- of stress,
- nervous tension,
- unnecessary costs,

Does stress affect you?

Why manage your time?

Manifestations on the physical plane

- Sleep disorders
- Increased or decreased appetite
- General fatigue
- Difficulty in relaxing, nervous tics
- Muscle tension, tremors
- Sweating, hot flashes
- Headaches
- Dizziness
- Difficulty breathing, feeling of suffocation
- Accelerated heartbeat
- Digestive disorders (heartburn, abdominal cramps, diarrhoea)

Why manage your time?

Psychological (emotional and cognitive) manifestations

- Concerns
- Unstable mood, irritability
- Fear of the worst happening
- Fear of losing control
- Difficulty in making decisions
- Decreased motivation
- Changes in sexual interest
- Difficulty concentrating
- Memory lapses, forgetfulness
- Depression
- Sense of vulnerability
- Lack of self-confidence

Why manage your time?

Behavioural manifestations

- Late or no-shows for appointments
- Nail biting, tics, quirks
- Look at the time often
- Skipping meals or eating fast food
- Smoking more
- Drinking more alcohol
- Using drugs or medication
- Avoiding situations (people, places)
- Postpone
- Checking things several times

The elementary properties of time are:

- ✓ Time cannot be stored
- ✓ Time cannot be increased
- ✓ Time cannot be divided
- ✓ Time cannot be given up
- ✓ Time cannot be recovered
- ✓ Time cannot be spared
- ✓ 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 can be influenced

Subjective and objective duration

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

Definition of time management

The concept of time management is actually misleading and contradictory, as time flows regardless of how we plan it.

Time itself cannot be managed.

What you can manage is yourself and your relationship with time.

Time management is therefore, in fact, a specific part of self-management.

What is your conception of time?

- Be aware of your behaviour when there is too much to do and not enough time
- Are you reactive or proactive?
- TEST .

What are your time crunches?

Because of the others

- The meeting
- file searches
- employees looking for information,
- the telephone,
- changing objectives,
- emergencies,
- customers who ask for it,
- travel,
- interviews that go on and on,

What are your time crunches?

Because of you

- your personal concerns,
- storage defects,
- external disturbances,
- the time of day.

The Time Thieves

Les voleurs de temps

Trop d'imprévus
Informatique defectueuse
Mauvais partage de responsabilités
Correction de rapports
Ne pas savoir dire "non"
"Réunionnite"
Vouloir tout faire
Pas assez de délégation
Perfectionnisme
Mauvaise organisation
Activisme
Patron omniprésent
Trop d'appels téléphoniques

What guides our conception of time?

A personal choice, depending on one's objectives: a manager who works 10 hours a day may be just as satisfied with his organisation as one who decides to leave at 6 p.m.

Cultural conditioning: the Anglo-Saxons have invented a managerial time that corresponds to the monochronic culture, whereas the Latins are polychronic

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 people to better resist anguish and pressure.

Others are naturally messy and constantly scattering, or have a slow and cautious temperament (see test of the main trends in your time management behaviour),

Finally, more often than not, our working methods are to blame!

Preparing to invest in change?

To change the way you act and work, you have to want to, you have to find your energy and accept to lose time to gain time by reorganising.

Desire + a few techniques allow you to better control your time.

Some concepts

- The Eisenhower matrix
- The priority pyramid
- Parkinson's Law
- Pareto's law
- The theory adapted to the times

The Eisenhower principle

This method of prioritising tasks was originally suggested by Dwight D. Eisenhower, 34th President of the United States of America. Eisenhower is said to have once said: "What is important is rarely urgent and what is urgent is rarely important". Based on this quote the Eisenhower Box was developed as a way to help people prioritise their tasks.

The Eisenhower principle

What is the Eisenhower Matrix?
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.

https://youtu.be/tT89OZ7TNwc

Where does the name come from ?

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.

How to use the Eisenhower Matrix?

Prioritizing tasks by urgency and importance results in 4 quadrants with different work strategies:
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.

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.

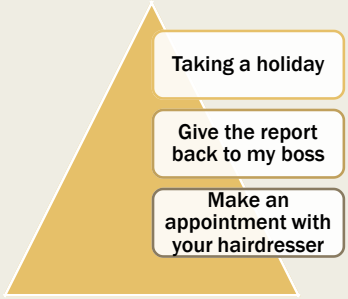
① Do First First focus on important tasks to be done the same day.	② Schedule Important, but not-so-urgent stuff should be scheduled.
③ Delegate What's urgent, but less important, delegate to others.	④ Don't Do What's neither urgent nor important, don't do at all.

5 time management tips when working with the Eisenhower Matrix

Putting things to-do on a list frees your mind. But always question what is worth doing first.

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.

The priority pyramid



The priority pyramid

What is a Priority Pyramid?

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.

The priority pyramid

How does a Priority Pyramid work?

- **Step 1: Sorting Out**

Sort out all voted post-its and place them on the pyramid canvas.

Tip: Make sure that you didn't vote on duplicates or that some voted items aren't much the same

- **Step 2: Visualisation**

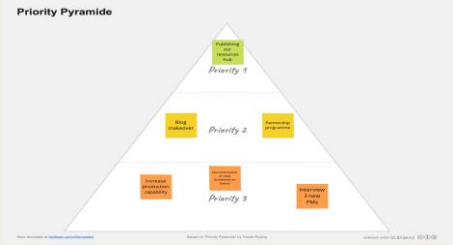
Place the top voted post-it on the top of the pyramid. Add different layers below according to their number of votes. If post-its have the same number of votes they stay on the same level next to each other.

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.

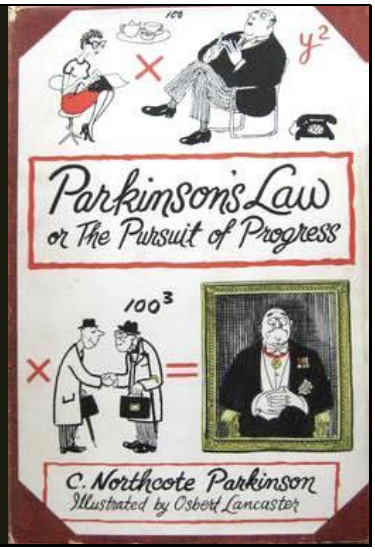
Below, you see an example of what such a priority pyramid could look like at the end. As you can see, this provides a clear visualisation of all options that the group could focus on in different levels of importance.



The Parkinson law

The Parkinson law

Parkinson's law is the adage that "work expands so as to fill the time available for its completion."[1] It is sometimes applied to the growth of bureaucracy in an organization, but can be applicable to all forms of work.

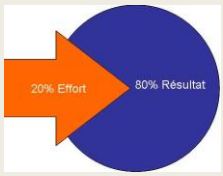


Pareto's law or the 80/20 law

Significance

20% of the causes lead to 80% of the effects.

20% of factors influence 80% of objectives.



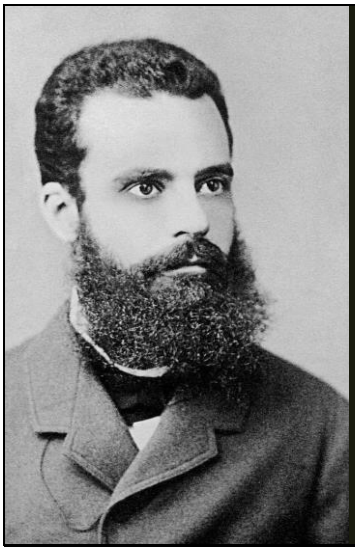
Examples:

Sport: 20% of the effort in training leads to 80% of the performance

After-sales service: 80% of complaints come from 20% of customers

Population: 20% of the French surface area contains 80% of the population (calculation based on the 9,000 densest municipalities)

Management control: 20% of indicators provide 80% of the information.



- Pareto theory can be adapted to time management. Never load your agenda at 100%, always keep 20% for unknown events.

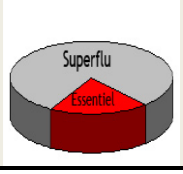
Pareto theory adapted to time

1) Avoiding unnecessary tasks: The most important part of management is to avoid time-consuming tasks that do not produce effective results

2) Foresight: When planning, tasks must be chosen carefully to ensure future returns. Today's solutions have a clear impact on tomorrow's results.

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.

In the long run, your Pareto managed efforts will pay off.



Some techniques

Use some colour codes.
For example: using colour codes on your diary.

Green code : According to the 80/20 rule, only really important things can be placed in these areas.

Blue code : When I am less efficient (tiredness, hunger...), only things that are easy to do or not very tiring are placed here.

Red code : Contingency areas, these spaces can only be used 4 days in advance, so I always have room for a contingency.

It is now up to you to invent your own codes.

Some techniques

Use technology appropriately. :

Whatever the "machine" is, it is at your service, not the other way around.

- Don't switch off your mobile phone but put it on vibrate mode and look at who is calling you, is it 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 organisers. 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.

Some techniques

Reading technique.

4 reading stages, the passage to the next stage is not automatic, far from it!

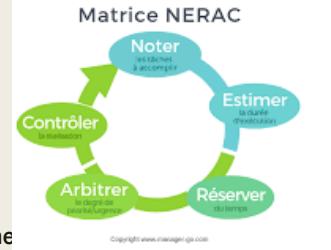
1st stage, search mode: very fast reading, 10 seconds maximum per page, I don't really read, I look for what interests me. I'm not interested, I don't go further, I'm interested phase 2.

2nd stage: fast reading. I read what interests me, a few minutes are enough. If it is really interesting or useful: stage 3.

Stage 3: in-depth reading. The article is identified, I take the time to read it quietly. In some cases I move on to stage 4.

Stage 4: archiving. The article is worth keeping. The important points are highlighted, annotated and then archived.

The NERAC method



As a reminder, here is what NERAC means:

Note down the activities to be carried out

Estimate the duration for each activity

Reserve time for the unexpected - add 1/3 of the

Arbitrate by priority - Eisenhower matrix

Monitor activities

Evaluate time

Knowing how to evaluate time: durations, deadlines, start date, workload

Plan

- Love your to-do list (especially if they are things you least like to do)
- 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 time of day when you are most efficient to do the activities you like less or not at all.

Setting priorities

- Learning to recognise your shortcomings
- Learn to say no with courtesy
- Ranking priorities in order of importance
- Avoiding procrastination

Procrastination

What are the reasons why we put off doing what we should be doing today?

- **Fear of failure**
- **The fear of success, the fear of succeeding**
- **Fear of losing autonomy and independence**
- **Fear of being alone, of loneliness and isolation**
- **Perfectionism**

If you recognise yourself in the following list of statements, you are affected by **procrastination**.

1. If you find a task difficult, you put off getting started.
2. You abandon the task you are doing if you encounter a difficulty along the way.
3. You often ask yourself why you have to do this or that.
4. You often find it difficult to start working.
5. You tend to start several things at the same time so that you don't get anywhere with any of them.
6. You don't start working if you don't get any interest or pleasure from it.
7. You find reasons to do something other than what you have to do.
8. You have no problem starting something but you never manage to finish or go through with it.
9. You reassure yourself that there will be no consequences for not doing your job.
10. You find it difficult to concentrate on what you are doing and your mind wanders to other things

THE TIME

- "Never give time to time; it takes advantage of it. (Jean Amadou)
- "You have to be willing to lose time to gain time
- "In Europe we have the time, in Africa they have the time

What are your priorities today?

- Work?
- Family ?
- Leisure activities ?
- Health?

Module 4: Conflict Management

The different types of conflict :

open, latent, latent

Conflicts of opinion, needs or interests

Reactions to conflict: the different reactions to conflict (quilt, broken record…)

What is self-confidence?

What do we mean by resilience?

Relationship between self-confidence and resilience

How to improve self-confidence?

Is conflict a necessity?

M4

This is a sign to consider:

- The expression of a need
- The expression of a conviction
- The expression of a problem to be solved

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 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.
- 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.

The different levels of conflict

M4

Latent or latent conflict
- Choked
- Fear

Repressed conflict
- Former conflict
- Not accepted

Declared conflict
- Clair
- Aggression

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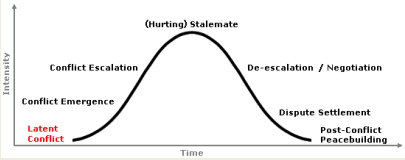
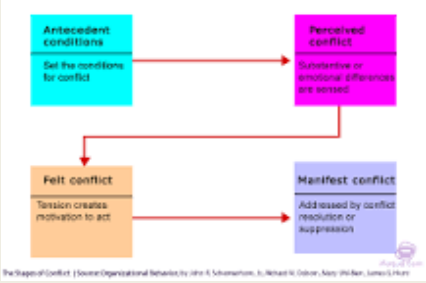
Latent conflict

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."



What is suppressed conflict?

Conflict suppression is a superficial and often temporary state that leaves the situation open to future conflicts over similar issues.



open conflict

- An open conflict is one where the protagonists show great hostility towards each other.
- This may lead to verbal or physical fighting.

The different types of conflict

M4

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Conflict 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

Conflict 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 choice of life, an ideology.

- Conflicts of interest: there is a divergence of interests between the two groups or individuals.

- Conflicts between people: these arise from reactions of antipathy and competition. The factors evoked are related to others, to oneself or to the environment.

- Positional conflicts: this type of conflict arises when people take up positions on different ideological grounds in the exchange. Each person has a position that may be based on a model that has been unconsciously integrated and never questioned or reflected upon.

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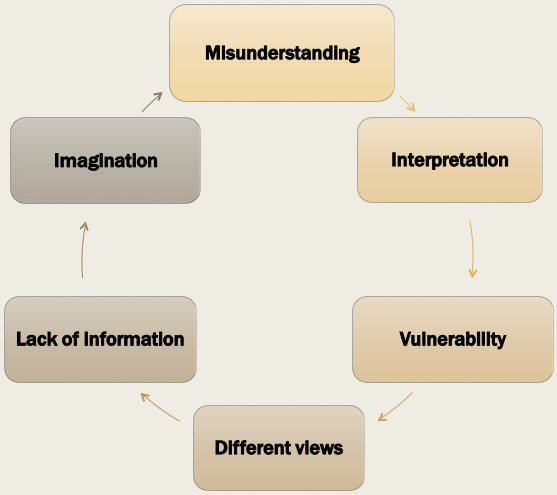
Conflict of interest

What is a 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 making process where their objectivity and neutrality may be questioned.

The misunderstanding



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The different causes of conflict

Psychological

Differences	Causes	Results
• Personality • History • Ethnicity • Nationality	• insecurity • Danger	• Tensions • Stress • Sabotage • Upheaval • Tests of strength

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The different causes of conflict

Linked to the operation of the company

- Poor task definition
- Incorrect division of labour
- Interdependence of tasks
- Cumbersome and routine work methods
- Lack of communication

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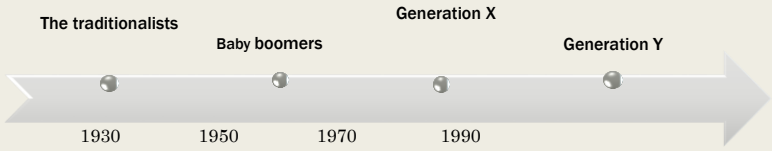
The different causes of conflict

Generational

"A generation is a particular group whose members share a proximity in age and have gone through similar life events at key stages of their development. But whose reactions and opinions differ".



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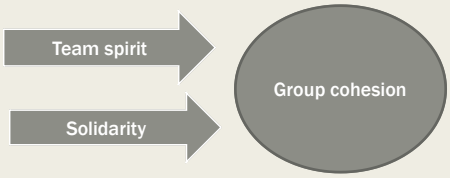
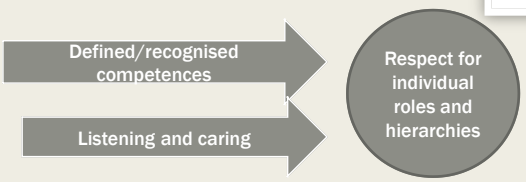
M4

Some techniques to avoid conflict





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Steps to avoid conflict

M4

Anticipate
- Define a goal
- Clarify the situation
- Do not provoke conflict

Think
- Open mind
- Promoting reflection
- Putting yourself in the other person's shoes

Self-confidence
- Self-affirmation
- Self-acceptance
- Non-judgmental

Competence
- Feedback
- How to say not
- Hearing the criticism
- Reformulate

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Organiser le changement

The 5 stages of unwanted change :

- ✓ Denial
- ✓ Anger
- ✓ Guilt, blackmail, negotiation
- ✓ Sadness, depression
- ✓ Acceptance

The five steps of change in images

Reactions to change

M4

The active participant :
volunteer for change

The active resister:
fight against change

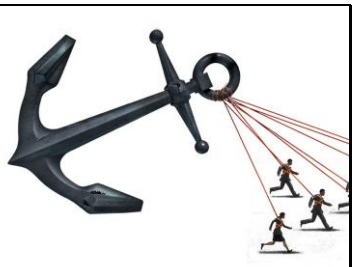
The passive resister :
does not commit but does not oppose either

The passive contractor :
Quiet, unobtrusive and reluctant to commit publicly to change

The four type of resistance to change

- **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.



The four type of resistance to change

- ✓ **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.

What is the best way to react to change?

1. Be non-active.
2. Be reactive.
3. Be proactive and positive.
4. Acknowledge that change is part of life. Nothing would exist without change. ...
5. Accept your emotions. ...
6. Reframe the situation to see the positive. ...
7. Action is required because decisions, not conditions, determine your path.

Managing conflict: the different stages

M4

Objectives

- Identifying the beginnings of conflict
- Diagnose and analyse the different types and levels of conflict
- Recognising your sphere of influence to deal with conflict
- Mobilising internal resources in conflict situations
- Regulating and exiting conflicts

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The five conflict resolution strategies:

Forcing/dominance (I win - you lose)

- by hierarchical authority
- by physical force
- by the support of the majority
- by application of the law

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 expensive conflict.

Disengagement / flight (failure -failure)

- A partner postpones negotiations again and again or makes excuses at the last minute in a repeated manner.

The five conflict resolution strategies:

Integration/collaboration (win-win)

- The parties seek a consensus, i.e. a solution that is acceptable to everyone, not because there is no better solution, 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 overarching goal that neither can achieve alone and which replaces the individual goals that separate them.

The compromise

- *The parties haggle until* they find a balance which, if 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).

The five conflict resolution strategies:

If you have to make a rational choice between the five possibilities, it is advisable to take into account four dimensions of the situation:

- *the relative* power of *the two parties,*
- *the importance of the issue,*
- *interdependence between the parties*
- *the climate of trust or mistrust between them.*

Analysis model for determining a conflict strategy :

The advantages and disadvantages of the five conflict resolution strategies:

Attitudes	Benefits	disadvantages
Withdrawal	• Allow time for reflection • Requires some energy and time • Defuses conflicts of people and values • Enables the people concerned to manage the difficulty themselves	• Fosters, in some cases, the escalation of the conflict • Can be seen as an exploitable weakness • A resignation from his leadership role
Compromise	• Can crystallize the situation • Creates a spirit of conciliation • Allows everyone to save their position	• Often a routine solution • Encourages bargaining • Leaves the protagonists with a feeling of "not finished".

The five conflict resolution strategies:

Attitudes	Benefits	disadvantages
Domination	• Quick solution • Can secure • Satisfaction with the decision	• Develops passivity and strategic submission • Risk of interrupting the employee's commitment • Gives the loser a sense of revenge
Confrontation Negotiation	• Builds confidence • Long-term solution • Promotes self-expression • Develops motivation	• Requires time and energy • Can be experienced as insecure • Not everything is negotiable • Can be perceived as a weakness
Soothing	• Suitable if the issue is minimal • Calms the spirits • Long-term security • Improves the relationship	• Can be seen as a refusal to take responsibility • Can obliterate a simmering conflict

Choice of strategy

Adopt **forcing**, when you are in a strong position and the game is worth the candle, when the interdependence between the parties is weak and you do not believe you can trust the other.

Indeed, it would not be advisable to fight when there is no real chance of winning, when the stakes are not worth the sacrifices that any battle inevitably entails, and when you have to live with the other party after you have won, who may resent you.

Choice of strategy

We will choose **appeasement** when we are dependent on the other person, 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 them (that they will not abuse their victory and still make life difficult for you)

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 issue is not important.

One distances oneself and avoids contact.

Choice of strategy

Consensus is chosen when the stakes are too high not to seek a favourable solution, when one is strong enough to deal with the other as an equal and the relationship with him is good enough to be able to trust him, and when, in addition, one is indeed obliged to cohabit with him in the future.

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 engage in the analyses and to allow the ideas necessary to find a valid solution to mature.

Choice of strategy

Compromise will be chosen when the assessment of the situation leads to less clear results, provided that the parties have roughly equal power.

Personality of the protagonists

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;

People who try to avoid conflict are fearful and cautious, without great ambitions and rather lonely;

- *People who propose collaboration, are as interested in each other as in themselves, are self-confident and optimistic, naturally cooperative and innovative;*
- *People who are more inclined to **compromise** are pragmatic and conciliatory.*

Some rules to follow

Accept conflict in its functional aspects instead of seeing it only as a source of trouble.

Do not immediately view the conflict as a zero-sum game where any gain for some inevitably means an equivalent loss for others.

Break down the problem and look for a solution that can achieve the objectives of all parties instead of tearing each other apart.

Do not be solely self-oriented, but take into consideration the needs, aspirations and positions of others (as they are, not as they are assumed!).

Search together for the facts needed to solve the problem

Some rules to follow

To feel mutually responsible for maintaining a positive climate of openness and honesty where it is unthinkable that anyone would seek to impose anything.

And avoid bargaining, voting or 'averaging'.

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 objectives and engage in positive actions to solve their problems.

Resolving the conflict step by step

1. What is the real problem?
2. What do the people involved want?
3. Is the conflict of a manageable size?
4. Which process to choose?
5. How to find a solution?
6. How to ensure compliance with the agreement?

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Being a mediator

Encourage...

The parties to be communicated

A positive attitude

Listening to each other

Avoid...

To solve the problem for the parties

The accusations

Impose solutions

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Knowing how to react to hostile reactions

Knowing how to react to hostile reactions

The DESC method

Practical for formulating a criticism or disagreement without offending your interlocutor, the DESC method is a mediation tool widely used in non-violent communication (NVC). It is a 4-step process:

Describe the situation factually

Expressing an emotion, a personal feeling ("I" rather than "you")

Suggest a solution

Conclude by highlighting the positive consequences for both parties

The broken record (or wear and tear technique)

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.

Knowing how to react to hostile reactions

The 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.

Globalisation

Place your idea/product in a broader context.
E.g.: "This question can be asked today for all trustees".

Knowing how to react to hostile reactions

The sphynx

The sphinx is the last resort when faced with a blatant case of aggressive behaviour by the person you are talking to, 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 was said and speak calmly.

The quilt technique

The idea here is to cover yourself while gently welcoming what the other person is saying. Let the other person make his or her point and punctuate it with phrases such as :

"That's your opinion..."

"I leave you free to say what you want..."

"What you say is your own business...

"You are free to think so..."

- Thank you for your attention
- For any questions
- F.salesse@isc-saumur.fr

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