PROJECT RESULT NO. 2

PART 5/5 KK50+

Tools for validating learning outcomes

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)

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Training course entitled:

Key competences for people 50+:

Personal, social and learning to learn

<u>Part 5/5 - Tools for validation of learning outcomes</u>

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).

Tools for validation of learning outcomes

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PRE-TEST, Module 1

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Date: _____

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The course knowledge test for people aged 50 and over in the area of Personal, Social and Learning Skills (Module 1: Communication) consists of 15 single-choice questions. The purpose of the test is to measure the initial knowledge of the participants (before the start of the course), so it also includes the answer "I don't know" (I'm not sure).

Participants have 25 minutes to complete the test. This period will be extended accordingly if the person, for justified reasons, needs more time to complete it.
The answer chosen (a, b, c or d) must be marked by circling it. If the decision changes, the final answer should be marked with a circle and initialed, and the previous notation should be crossed out.

1. Which of the following statements is the definition of non-verbal communication?

    a. Nonverbal communication is based on words
    b. Nonverbal communication is based on gestures
    c. Non-verbal communication is based on prejudice
    d. I don't know (I'm not sure)

2. What is not a communication barrier?

    a. Give orders
    b. **Listen to the other**
    c. Interrupt
    d. I don't know (I'm not sure)

3. What does being assertive mean to you?

    a. Be real, be yourself
    b. Give orders
    c. To be in a bad mood
    d. I don't know (I'm not sure)

4. What is open-mindedness?

    a. Listen to the music you love

b. Change your mind very often
c. **Accept and respect the ideas of others**
d. I don't know (I'm not sure)

5. What does it mean to be empathetic?

a. **Understand the meaning of the other's words and be sensitive to their reactions**
b. Understand the meaning of the other's words and pass judgment
c. Understanding the meaning of the other's words and not accepting them
d. I don't know (I'm not sure)

6 What is active listening?

a. Questioning
b. **Listen to others without judging**
c. A conversation
d. I don't know (I'm not sure)

7. What is not an obstacle to listening:

a. Call when someone is talking to you
b. Interrupt the person speaking
c. **Don't project yourself**
d. I don't know (I'm not sure)

8. What is the purpose of reformulation?

a. **Make sure you understand what the other is saying**
b. Make sure the other is of our opinion
c. Make sure the other agrees with us
d. I don't know (I'm not sure)

9. What does NLP mean?

a. **Neuro Linguistic Programming**
b. Language neurological program
c. Staff
d. I don't know (I'm not sure)

10. Which of the following statements is the limiting belief?

a. I'm going to get there
b. I can do it
c. **I'm totally useless**
d. I don't know (I'm not sure)

11. The ego states are:

a. Good condition, bad condition,

b. **<u>Parent, child, adult</u>**
c. Grandparents, sons, adults
d. d) I don't know (I'm not sure)

12. What words would a normative parent say?

a. A child wants to cross the road when a car arrives, a passer-by says to him quickly: "Wait for me"
b. A child wants to cross the road when a car arrives, a passer-by says to him quickly: "Run faster.
c. **<u>A child wants to cross the road when a car arrives, a passer-by says to him quickly: "Stand back!", possibly accompanying the gesture with the word</u>**
d. I don't know (I'm not sure)

13. What ego state would this sentence say: "Oh, that's super pretty! I want the same !" said in a joyful and enthusiastic voice, with a smile on his face

a. A child in a good mood
b. **<u>A free child</u>**
c. A happy adult
d. I don't know (I'm not sure)

14. According to transactional analysis, in a relationship, who most often uses orders?

a. Military
b. **<u>A normative parent</u>**
c. A foster parent
d. I don't know (I'm not sure)

15. A cross transaction often results in:

a. A burst of laughter
b. **<u>A misunderstanding</u>**
c. A house party
d. I don't know (I'm not sure)

Trainer Feedback, Module 1
Trainer's opinion on the acquisition of skills by the participants

Course: Personal, Social and Learning Skills

Module 1: "Communication"

Below is a list of skills that the participant, according to the assumptions, should acquire during the course, divided into knowledge, skills and attitudes. Please specify the degree of skill

acquisition by the participant by ticking the box next to a given skill with an "X" symbol: no skill acquisition, medium level skill acquisition, high level skill acquisition .

SKILLS :	Participant's full name: _____		
KNOWLEDGE	**Not** acquired	Acquired to a medium degree	Acquired to a high degree
Understand the importance of good communication			
Use verbal communication appropriate to the situation			
Differentiate between verbal and non-verbal communication			
Know the usefulness of active listening			
Know the definition of empathy			
Use rephrasing			
Know the help tool for effective communication: NLP			
Know and reduce your limiting beliefs			
Know the help tool for effective communication: Transactional Analysis			
SKILLS	**Not** acquired	Acquired to a moderate degree	Acquired to a high degree
Communicate effectively, efficiently and positively			

Analyze your non-verbal communication and those of others			
Be able to use the tools and techniques offered by NLP.			
Being able to identify limiting beliefs			
Being able to transform limiting beliefs into resource beliefs.			
Being able to determine your "ego state"			
Being able to limit the negative effects of one's "ego state"			
ATTITUDES	**Not** acquired	Acquired to a moderate degree	Acquired to a high degree
Be comfortable with verbal communication			
Be comfortable with non-verbal communication			
Listen to others and don't judge			
Rephrase what you say			
Be empathetic towards others and accept differences			
Find the right communication register			
Avoid cross transactions			

Date and signature of trainer

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Participant Self-Assessment Survey, Module 1
Course: Personal, Social and Learning Skills

Module 1: "Communication"

Below is a list of skills divided into knowledge, skills and attitudes. Please indicate whether you believe you have acquired a given skill by entering the symbol "X" in the box next to the individual sentences. If you are unsure or think you have not learned a certain skill, please leave the field blank.

SKILLS :	
KNOWLEDGE	**Put an "X" in this box if you think you have acquired the skill.**
I know what communication is (definition).	
I know the three types of communication	
I know how to differentiate between verbal and non-verbal communication.	
I know the barriers to communication	
I know the definition of assertiveness	
I know what open-mindedness brings to life	
I know what empathy is	
I can practice active listening	
I know the barriers to active listening	
I know the objectives of the reformulation	
I know what NLP is	
I know what a limiting belief is	
I have knowledge in transactional analysis	
SKILLS	

I listen to others which allows me to communicate effectively	
I listen to what people tell me and I don't judge.	
I identify my own habits as hindering or facilitating effective communication.	
I take steps to eliminate habits that prevent effective communication.	
I undertake actions aimed at creating and consolidating my own habits to facilitate effective communication.	
I use NLP techniques	
I use transactional analysis techniques.	
ATTITUDES	
I can communicate easily with a large number of people	
I take the time to listen to others whether it is their words or their non-verbal communication.	
I seek to understand the other without judging him.	
I show empathy and care for people and the world, I accept responsibility.	
I remain assertive and I have a little more confidence in myself	
I often rephrase what people tell me to be sure I have understood correctly.	
I have identified my "ego state" and I know my limits	
I accept that others don't think like me	

POST-TEST, Module 1

Participant's name: _____

Date: _____

Number of points obtained:

_____

The knowledge test of the course for people aged 50 and over in the field of entrepreneurship (Module 1: communication) consists of 15 single-choice questions. The purpose of the test is to measure the final knowledge of the participants (after the course). Comparing the results of this test with the results of the initial test will determine the percentage increase in a person's knowledge.

Participants have 25 minutes to complete the test. This period will be extended accordingly if the person, for justified reasons, needs more time to complete it.

The correct answer (a, b or c) must be marked by circling it. If the decision changes, the final answer should be circled and initialed, and the previous notation should be crossed out.

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    b. Give orders
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    a. Listen to the music you love
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   a. Call when someone is talking to you
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   a. **<u>Make sure you understand what the other is saying</u>**
   b. Make sure the other is of our opinion
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   c. Staff

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   b. A child wants to cross the road when a car arrives, a passer-by says to him quickly: "Run faster.

    c. **A child wants to cross the road when a car arrives, a passer-by says to him quickly: "Stand back!", possibly accompanying the gesture with the word**

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    a. A child in a good mood
    b. **A free child**
    c. A happy adult

14. According to transactional analysis, in a relationship, who most often uses orders?

    a. Military
    b. **A normative parent**
    c. A foster parent

15. A cross transaction often results in:

    a. A burst of laughter
    b. **A misunderstanding**
    c. A house party

MODULE 2

PRE-TEST, Module 2

Participant's name: _____   **Date:** _____   **Number of points obtained:**   _____

The knowledge test of the course for people aged 50 and over in the field of entrepreneurship (Module 2: Learning to learn) consists of 15 single-choice questions. The purpose of the test is to measure the initial knowledge of the participants (before the start of the course), so it also includes the answer "I don't know" (I'm not sure).

Participants have 20 minutes to complete the test. This period will be extended accordingly if the person, for justified reasons, needs more time to complete it.
The answer chosen (a, b, c or d) must be marked by circling it. If the decision changes, the final answer should be marked with a circle and initialed, and the previous notation should be crossed out.

1. **According to Kolb, how many learning styles are there?**
a. Two
b. Three
c. **Four**
d. I don't know (I'm not sure)

2. **What is not considered a learning style?**
a. The convergent
b. The assimilator
c. **The cheater**
d. I don't know (I'm not sure)

3. **What does VAKOG mean?**
a. Vase- Tree- kilo- Ear- Gravel
b. **Visual- auditory- kinesthetic- olfactory- gustatory**
c. Car- Plane- Kilometer- Orient- Station
d. I don't know (I'm not sure)

4. **What is not a critical thinking skill?**
a. Analytical thinking.

b. Creative thinking.
c. <u>Closure of mind.</u>
d. I don't know (I'm not sure)

5. **What are the primary needs presented by Maslow?**
a. Self-actualization and esteem
b. <u>Physiological and safety</u>
c. Security and self-esteem
d. I don't know (I'm not sure)

6. **What are the secondary needs presented by Maslow?**
a. Self-actualization, esteem and physiological
b. Self-actualization, esteem and security
c. <u>Self-actualization, esteem and belonging</u>
d. I don't know (I'm not sure)

7. **What are physiological needs?**
a. <u>Sleeping, eating, drinking, dressing... In short: primary biological and physical needs</u>
b. Integration into a group, social status
c. to be recognized, to be loved, to be accepted by others
d. I don't know (I'm not sure)

8. **What are belonging needs?**
a. Sleeping, eating, drinking, dressing... In short: primary biological and physical needs
b. <u>Integration into a group, social status</u>
c. to be recognized, to be loved, to be accepted by others
d. I don't know (I'm not sure)

9. **What are self-actualization needs?**
a. sleeping, eating, drinking, dressing... In short: primary biological and physical needs
b. integration into a group, social status
c. <u>self-fulfilment, personal development (with meditation for example)</u>
d. I don't know (I'm not sure)

10. **What is Victor Vroom's expectation theory based on?**
a. <u>On his own motivation</u>
b. About our basic needs
c. On everyone's future
d. I don't know (I'm not sure)

11. **What are the 4 pillars of self-confidence?**

    a. Coherence, intention, relevance, results.

    b. Cohesion, relevance, intention, results

    c. Results, cohesion, insight, coherence

    d. I don't know (I'm not sure)

12. What is the definition of resilience?

    a. Ability of an individual to survive without food

    b. Ability of an individual to build and live in community

    c. Ability of an individual to build and live satisfactorily despite traumatic circumstances

    d. I don't know (I'm not sure)

13. What is not an effect of resilience?

    a. Stress reduction

    b. Strengthening of self-confidence

    c. Increased risk of depression

    d. I don't know (I'm not sure)

14. What is the purpose of locating your 4 life positions

    a. To get to know each other better and be less prepared to communicate with others

    b. To avoid communication with others

    c. To get to know each other better and be better prepared to communicate with others

    d. I don't know (I'm not sure)

15. Which is not a 'no' driver?

    a. Be fast

    b. Run fast

    c. Be strong

    d. I don't know (I'm not sure)

Trainer Feedback, Module 2
Trainer's opinion on the acquisition of skills by the participants

Course: Personal, Social and Learning Skills

Module 2: "Learning to learn"

Below is a list of skills that the participant, according to the assumptions, should acquire during the course, divided into knowledge, skills and attitudes. Please specify the degree of skill acquisition by the participant by ticking the box next to a given skill with an "X" symbol: no skill acquisition, medium level skill acquisition, high level skill acquisition .

SKILLS :	
KNOWLEDGE	**Put an "X" in this box if you think you have acquired the skill.**
Understanding Learning Styles	
Determine what your own profile is	
Understand the VAKOG and how it influences our memorization	
Defining critical thinking and its 5 skills	
Know how to improve your critical thinking	
Know Maslow's Theory	
Know how to identify your own needs	
Know Victor Vroom's theory of expectations and know how	
Understand the concept of self-confidence	
Understand the concept of resilience	
Understand the life positions developed by Transactional	
Understand what keeps us from saying 'NO'	
Be able to analyze your own blockages	
SKILLS	
Learn more easily after identifying your learning profile	
Better retain what the learner learns by knowing his	
Be able to develop critical thinking by taking into account the 5 skills	

Determine your needs by following Maslow's pyramid	
Can determine what are the deep motivations to engage in a	
Can struggle with negative life positions	
Understand his blockage which pushes him, constantly, to say 'Yes'	
ATTITUDES	
learn faster	
Hold more easily	
Communicate better with community members	
Know what motivates life choices based on one's needs.	
Has a positive and assertive attitude towards others	
Engages in a project knowing why he/she chose this path.	
Can say 'No' without feeling guilty	

Date and signature of trainer

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Participant self-assessment survey, module 2
Course: Personal, Social and Learning Skills

Module 2: "Learning to learn"

Below is a list of skills divided into knowledge, skills and attitudes. Please indicate whether you believe you have acquired a given skill by entering the symbol "X" in the box next to the individual sentences. If you are unsure or think you have not learned a certain skill, please leave the field blank.

SKILLS :	
KNOWLEDGE	**Put an "X" in this box if you think you have acquired the skill.**
I know my learning profile	
I know the VAKOG, I know my memorization profile and I know how to take advantage of it	
I know the definition of critical thinking	
I know the 5 critical thinking skills	
I know how to improve my critical thinking to have a better view of positivity	
I know Maslow's hierarchy of needs	
I know the difference between self-confidence and resilience	
I know Victor Vroom's Theory of Expectations	
I know the different positions of life	
I know the theory of the 5 drivers of 'NO'	
SKILLS	
I learn more easily and I retain better	

I know how to develop my critical thinking	
I know how to develop self-confidence and resilience	
I know how to identify my needs and thus focus on the needs that are most important to me and that motivate me in my personal and professional life.	
I know if a project really motivates me and how to find another source of motivation to see it through.	
I know why I have trouble saying 'no' and I know how to fix it	
ATTITUDES	
I feel more confident when I have to learn something new.	
I feel less stress about learning.	
I have more self-confidence and I know how to positively take advantage of all the experiences that have happened to me in life.	
I respond positively to my needs and I feel less frustrated	
I invest myself more easily in a project because I feel more comfortable with the objectives	
I'm comfortable saying 'no' when I want to and I don't feel like I have to say 'yes' all the time when I don't want to.	

POST-TEST, Module 2

Participant's name: _____

Date: _____

Number of points obtained:

_____

The knowledge test of the course for people aged 50 and over in the field of entrepreneurship (Module 2: Ecology and finance in my life) consists of 15 single-choice questions. The purpose of the test is to measure the final knowledge of the participants (after the course). Comparing the results of this test with the results of the initial test will determine the percentage increase in a person's knowledge.

Participants have 20 minutes to complete the test. This period will be extended accordingly if the person, for justified reasons, needs more time to complete it.

The correct answer (a, b or c) must be marked by circling it. If the decision changes, the final answer should be circled and initialed, and the previous notation should be crossed out.

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b. Integration into a group, social status

c. to be recognized, to be loved, to be accepted by others

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c. <u>Ability of an individual to build and live satisfactorily despite traumatic circumstances</u>

13. What is not an effect of resilience?

a. Stress reduction

b. Strengthening of self-confidence

c. <u>Increased risk of depression</u>

14. What is the purpose of locating your 4 life positions

a. To get to know each other better and be less prepared to communicate with others

b. To avoid communication with others
c. **To get to know each other better and be better prepared to communicate with others**

15. **Which is not a 'no' driver?**
    a. Be fast
    b. **Run fast**
    c. Be strong

PRE-TEST, Module 3

Participant's name: _____

Date: _____

Number of points obtained:

_____

The course knowledge test for people aged 50 and over in the field of entrepreneurship (Module 3: Time management) consists of 15 single-choice questions. The purpose of the test is to measure the initial knowledge of the participants (before the start of the course), so it also includes the answer "I don't know" (I'm not sure).

Participants have approx. 20 minutes to complete the test. This period will be extended accordingly if the person, for justified reasons, needs more time to complete it.

The answer chosen (a, b, c or d) must be marked by circling it. If the decision changes, the final answer should be marked with a circle and initialed, and the previous notation should be crossed out.

1. Poor time management has an impact on all of the following except:

   a. Sleeping troubles
   b. Increased or decreased appetite
   c. Good organisation
   d. I don't know (I'm not sure)

2. What is true about the elementary properties of time?

   a. Time can be bought
   b. Time cannot be recovered
   c. Time is not important to manage your daily life
   d. I don't know (I'm not sure)

3.Which of the following statements is not a time snack?

   a. Finding lost documents
   b. The changing goals
   c. Good organization of files
   d. I don't know (I'm not sure)

4. The Eisenhower matrix allows to

   a. Classify what is urgent-important
   b. Classify documents in folders
   c. Prepare for meetings
   d. I don't know (I'm not sure)

5. The priority pyramid is:

   a. A method that helps to design a project in a pyramid organization
   b. A visual prioritization method that helps in making decisions about the most important things to work on
   c. A method that comes from ancient Egypt
   d. I don't know (I'm not sure)

6. Parkinson's Law speaks of the principle of:

   a. A good organization does not allow us to save time
   b. time does not exist
   c. The more time we have to do an activity, the more time we take
   d. I don't know (I'm not sure)

7. Pareto's law gives us the following advice:

   a. Never load your calendar to 100%, always keep 10% for unknown events
   b. Never load your calendar to 100%, always keep 40% for unknown events
   c. Never load your calendar to 100%, always keep 20% for unknown events
   d. I don't know (I'm not sure)

8. In the NERAC method, the N stands for:

   a. Notify the work to his collaborators
   b. Note the activities to be carried out
   c. Don't forget anything
   d. I don't know (I'm not sure)

9. In the NERAC method, the E stands for:

   a. Encourage your team members
   b. Eliminate overloading calendar
   c. Estimate time for each activity
   d. I don't know (I'm not sure)

10. In the NERAC method, the R stands for:

   a. Reserve time for contingencies - add 1/3 of the time
   b. Review what remains to be done
   c. Restart work
   d. I don't know (I'm not sure)

11. In the NERAC method, the C stands for:

    a. **<u>Control activity tracking</u>**
    b. Control the work of employees
    c. Check the remaining time
    d. I don't know (I'm not sure)

12. Procastiner means:

    a. do everything today
    b. **<u>Postpone the work to be done until tomorrow</u>**
    c. Organize your time well
    d. I don't know (I'm not sure)

13. To plan your time well, you must: (2 correct answers)

    a. **<u>Rank your priorities in order of importance</u>**
    b. **<u>Avoid procrastination</u>**
    c. Move very fast
    d. I don't know (I'm not sure)

14. It is important to evaluate the duration of activities in order to:

    a. Delegate better
    b. Win time
    c. **<u>Estimate the time needed for the work to be done</u>**
    d. I don't know (I'm not sure)

15. Good time management makes it possible to:

    a. Relax more easily
    b. Be more efficient
    c. **<u>Answers a and b</u>**
    d. I don't know (I'm not sure)

Trainer Feedback, Module 3
Trainer's opinion on the acquisition of skills by the participants

Course: Personal, Social and Learning Skills

Module 3: "Time management"

Below is a list of skills that the participant, according to the assumptions, should acquire during the course, divided into knowledge, skills and attitudes. Please specify the degree of skill acquisition by the participant by ticking the box next to a given skill with an "X" symbol: no skill acquisition, medium level skill acquisition, high level skill acquisition .

SKILLS :	**Participant's full name:** _____		
SKILLS	**Not** acquired	Acquired to a medium degree	Acquired to a high degree
Know your time blockers			
Know your level of stress caused by poor time management			
Use techniques and tools to plan activities			
Know how to distribute your activities over time			
Use time planning tools/methods			
Understand the dangers of procrastination			
Define your priorities			
SKILLS			

ATTITUDES	**Not** acquired	Acquired to a moderate degree	Acquired to a high degree
Have a better organization and thus reduce the stress caused by the lack of time;			
Be less stressed and have a better physical and mental condition.			
Be more effective and efficient through better time management			
Be more attentive to others by saving time			
Be in a better mood			
Have restful sleep			
Procrastinate less			

Date and signature of trainer

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Participant self-assessment survey, module 3
Course: Personal, Social and Learning Skills

Module 3: "Time management"

Below is a list of skills divided into knowledge, skills and attitudes. Please indicate whether you believe you have acquired a given skill by entering the symbol "X" in the box next to the individual sentences. If you are unsure or think you have not learned a certain skill, please leave the field blank.

SKILLS :	
AWARENESS	**Put an "X" in this box if you think you have acquired the skill.**
I know my time blockers	
I know what stresses me out about time.	
I understand the subjectivity of time	
I know what procrastination is and how to avoid it	
I know the Eisenhower matrix	
I know the priority pyramid and I know how to use it	
I know techniques to better organize my activities	
I know techniques for prioritizing my activities	
I know how to distribute my activities on my agenda	
I know my priorities today.	
SKILLS	
I can organize my agenda so as to distribute my activities according to what I have to do.	
I can define my activities	

I can plan my activities	
I can use different methods and tools to plan, organize and distribute my time over the week or even the month.	
I can define my priorities and thus be less stressed.	
ATTITUDES	
I am more relaxed and therefore more attentive to others.	
I have better sleep	
I have less physical pain	
I support others more easily in their time management	
I am more optimistic	
I'm relieved at the end of the day when I've done everything I planned.	

POST-TEST, Module 3

Participant's name: _____

Date: _____

Number of points obtained:

_____

The knowledge test of the course for people aged 50 and over in the field of entrepreneurship (Module 4: Conflict management) consists of 15 single-choice questions. The purpose of the test is to measure the final knowledge of the participants (after the course). Comparing the results of this test with the results of the initial test will determine the percentage increase in a person's knowledge.

Participants have approx. 20 minutes to complete the test. This period will be extended accordingly if the person, for justified reasons, needs more time to complete it.

The correct answer (a, b or c) must be marked by circling it. If the decision changes, the final answer should be circled and initialed, and the previous notation should be crossed out.

1. Poor time management has an impact on all of the following except:

    a. Sleeping troubles
    b. Increased or decreased appetite
    c. Good organisation

2. What is true about the elementary properties of time?

    a. Time can be bought
    b. Time cannot be recovered
    c. Time is not important to manage your daily life

3.Which of the following statements is not a time snack?

    a. Finding lost documents
    b. The changing goals
    c. Good organization of files

4. The Eisenhower matrix allows to

    a. Classify what is urgent-important
    b. Classify documents in folders
    c. Prepare for meetings

5. The priority pyramid is:

a. A method that helps to design a project in a pyramid organization

b. <u>A visual prioritization method that helps in making decisions about the most important things to work on</u>

c. A method that comes from ancient Egypt

6. Parkinson's Law speaks of the principle of:

a. A good organization does not allow us to save time

b. time does not exist

c. <u>The more time we have to do an activity, the more time we take</u>

7. Pareto's law gives us the following advice:

a. Never load your calendar to 100%, always keep 10% for unknown events

b. Never load your calendar to 100%, always keep 40% for unknown events

c. <u>Never load your calendar to 100%, always keep 20% for unknown events</u>

8. In the NERAC method, the N stands for:

a. Notify the work to his collaborators

b. <u>Note the activities to be carried out</u>

c. Don't forget anything

9. In the NERAC method, the E stands for:

a. Encourage your team members

b. Eliminate overloading calendar

c. <u>Estimate time for each activity</u>

10. In the NERAC method, the R stands for:

a. <u>Reserve time for contingencies - add 1/3 of the time</u>

b. Review what remains to be done

c. Restart work

11. In the NERAC method, the C stands for:

a. <u>Control activity tracking</u>

b. Control the work of employees

c. Check the remaining time

12. Procastiner means:

a. do everything today

b. <u>Postpone the work to be done until tomorrow</u>

c. Organize your time well

13. To plan your time well, you must: (2 correct answers)

a. <u>Rank your priorities in order of importance</u>

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b. **Avoid procrastination**

c. Move very fast

14. It is important to evaluate the duration of activities in order to:

a. Delegate better

b. Win time

c. **Estimate the time needed for the work to be done**

15. Good time management makes it possible to:

e. Relax more easily

a. Be more efficient

b. **Answers a and b**

PRE-TEST, Module 4

<div style="border:1px solid black; padding:10px;">

Participant's name: _____

Date: _____

Number of points obtained:

_____

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The course knowledge test for people aged 50 and over in the field of entrepreneurship (Module 3: Time management) consists of 15 single-choice questions. The purpose of the test is to measure the initial knowledge of the participants (before the start of the course), so it also includes the answer "I don't know" (I'm not sure).

Participants have approx. 20 minutes to complete the test. This period will be extended accordingly if the person, for justified reasons, needs more time to complete it.

The answer chosen (a, b, c or d) must be marked by circling it. If the decision changes, the final answer should be marked with a circle and initialed, and the previous notation should be crossed out.

1. **All of the following are conflict levels except:**
    a. Latent conflict
    b. **Conflict appeared**
    c. Open conflict
    d. I don't know (I'm not sure)

2. **All of the following are conflict types except**
    a. Conflict of opinions
    b. Conflict of needs
    c. **Character conflict**
    d. I don't know (I'm not sure)

3 . **A conflict of needs always occurs when:**
    a. Members of a community are of different races
    b. **Members of a community do not have the same expectations**
    c. Members of a community do not have the same interests
    d. I don't know (I'm not sure)

4. **A conflict of opinion always happens when**
    a. Members of a community are of different races
    b. Members of a community do not have the same expectations

c. **The members of a community do not have the same ideas**

d. I don't know (I'm not sure)

5. A conflict of interest can be defined as follows:

a. **A situation where one or more people or institutions are at the center of decision-making where their objectivity and neutrality may be questioned**

b. A situation where one or more people or institutions must make a decision unanimously

c. A situation where one or more persons or institutions must make a majority decision

d. I don't know (I'm not sure)

6. All of the following are causes for disputes except

a. **Bad organization of the company in which we work**

b. Generational issues

c. Very good organization at work

d. I don't know (I'm not sure)

7. Conflict can be avoided by

a. Making fun of others

b. **Talking with others**

c. Screaming louder than the others

d. I don't know (I'm not sure)

8. What is the correct order of the 5 stages of change:

a. Refusal-anger-sadness-negotiation-acceptance

b. Refusal-anger-sadness-acceptance-negotiation

c. **Refusal-anger-negotiation-sadness-acceptance**

d. I don't know (I'm not sure)

9. The four reactions to change are

a. **The active committed - the passive resistant - the active resistant - the passive committed**

b. The fearful committed - the passive resistant - the active resistant - the aggressive committed

c. The aggressive committed - the simple resistant - the complex resistant - the passive committed

d. I don't know (I'm not sure)

10. which of the following strategies is not suitable for resolving a conflict:

a. The compromise

b. Consensus

c. **Violence**

d. I don't know (I'm not sure)

11. In the DESC method, the D stands for
   a. **<u>Describe the situation factually</u>**
   b. Discuss for a long time
   c. Ask for forgiveness
   d. I don't know (I'm not sure)

12. In the DESC method, the S stands for
   a. Learn to say 'No'
   b. **<u>Suggest a solution</u>**
   c. savor your victory
   d. I don't know (I'm not sure)

13. The Sphynx method consists of
   a. **<u>To keep silent while the other shouts</u>**
   b. Scream louder than the other
   c. Ask a riddle
   d. I don't know (I'm not sure)

14. The broken record technique consists of:
   a. start screaming very loudly
   b. Suggest a solution
   c. **<u>Repeating your arguments while the other calms down</u>**
   d. I don't know (I'm not sure)

15. To get out of a conflict, it is better to
   a. **<u>Choose a strategy adapted to the situation</u>**
   b. Walk away without saying a word
   c. Scream loudly to be heard
   d. I don't know (I'm not sure)

Trainer Feedback, Module 4
Trainer's opinion on the acquisition of skills by the participants

Course: Personal, Social and Learning Skills

Module 4: "Conflict Management"

Below is a list of skills that the participant, according to the assumptions, should acquire during the course, divided into knowledge, skills and attitudes. Please specify the degree of skill acquisition by the participant by ticking the box next to a given skill with an "X" symbol: no skill acquisition, medium level skill acquisition, high level skill acquisition .

SKILLS :	**Participant's full name:**		
	_____		
SKILLS	**Not** acquired	Acquired to a medium degree	Acquired to a high degree
Know the different types of conflict			
Know the different levels of conflict			
Know the different causes of conflict			
Recognize the phases of change			
Understand the conflict to analyze it well			
Know the different reactions to conflict			
Know the different conflict management techniques			
SKILLS			

Being able to recognize a latent conflict			
Being able to erupt a latent conflict			
Be able to recognize the origins of a conflict			
Be able to react in the face of conflict			
Being able to calm the protagonists down			
Being able to resolve a conflict			
ATTITUDES	**Not** acquired	Acquired to a moderate degree	Acquired to a high degree
Be more confident in the face of conflict			
Avoid escalation of conflict			
Remain assertive in the face of the aggressiveness engendered by a conflict			
Stay outside a conflict that does not concern us			
Communicate simply during a conflict			

Date and signature of trainer

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Participant Self-Assessment Survey, Module 4
Course: Personal, Social and Learning Skills

Module 4: "Conflict Management"

Below is a list of skills divided into knowledge, skills and attitudes. Please indicate whether you believe you have acquired a given skill by entering the symbol "X" in the box next to the individual sentences. If you are unsure or think you have not learned a certain skill, please leave the field blank.

SKILLS :	
AWARENESS	**Put an "X" in this box if you think you have acquired the skill.**
I know the different types of conflicts	
I know the different levels of conflict	
I know the different reactions to conflict	
I know the 5 phases of reaction to change	
I know the difference between a misunderstanding and a conflict	
I know the different conflict resolution techniques	
I know how to avoid the escalation of a conflict.	
SKILLS	
I can spot the origins of a conflict	
I can defuse an incipient conflict	
I can avoid conflict with good communication	
I can understand the origins of a conflict and manage it better	
I can use different conflict resolution methods depending on the situation	
I can help others manage change	
I can help others out of conflict.	
ATTITUDES	
I have better communication and I feel more comfortable when a conflict arises.	
I have more self-confidence	

I no longer feel persecuted when a conflict arises.	
I am proactive in avoiding conflicts with a good discussion	
I am more confident because I know how to defuse a conflict	
I am more confident because I know how to manage a conflict	

POST-TEST, Module 4

Participant's name: _____

Date: _____

Number of points obtained:

_____

The knowledge test of the course for people aged 50 and over in the field of entrepreneurship (Module 3: Projects in my life) consists of 15 single-choice questions. The purpose of the test is to measure the final knowledge of the participants (after the course). Comparing the results of this test with the results of the initial test will determine the percentage increase in a person's knowledge.

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    b. <u>**Talking with others**</u>
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8. What is the correct order of the 5 stages of change:
    a. Refusal-anger-sadness-negotiation-acceptance
    b. Refusal-anger-sadness-acceptance-negotiation
    c. <u>**Refusal-anger-negotiation-sadness-acceptance**</u>

9. The four reactions to change are
    a. <u>**The active committed - the passive resistant - the active resistant - the passive committed**</u>
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