**Project result no. 2**

Training course entitled:

**Key competences for people 50+:**

Personal, social and learning to learn

**Part 5/5 - Tools for validation of learning outcomes**

**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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**Tools for validation of learning outcomes**

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# MODULE 3

# PRE-TEST, Module 1

**Participant's name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Number of points obtained: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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?**

1. Nonverbal communication is based on words
2. **Nonverbal communication is based on gestures**
3. Non-verbal communication is based on prejudice
4. I don't know (I'm not sure)

**2. What is not a communication barrier?**

1. Give orders
2. **Listen to the other**
3. Interrupt
4. I don't know (I'm not sure)

**3. What does being assertive mean to you?**

1. **Be real, be yourself**
2. Give orders
3. To be in a bad mood
4. I don't know (I'm not sure)

**4. What is open-mindedness?**

1. Listen to the music you love
2. Change your mind very often
3. **Accept and respect the ideas of others**
4. I don't know (I'm not sure)

**5. What does it mean to be empathetic?**

1. **Understand the meaning of the other's words and be sensitive to their reactions**
2. Understand the meaning of the other's words and pass judgment
3. Understanding the meaning of the other's words and not accepting them
4. I don't know (I'm not sure)

**6 What is active listening?**

1. Questioning
2. **Listen to others without judging**
3. A conversation
4. I don't know (I'm not sure)

**7. What is not an obstacle to listening:**

1. Call when someone is talking to you
2. Interrupt the person speaking
3. **Don't project yourself**
4. I don't know (I'm not sure)

**8. What is the purpose of reformulation?**

1. **Make sure you understand what the other is saying**
2. Make sure the other is of our opinion
3. Make sure the other agrees with us
4. I don't know (I'm not sure)

**9. What does NLP mean?**

1. **Neuro Linguistic Programming**
2. Language neurological program
3. Staff
4. I don't know (I'm not sure)

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

1. I'm going to get there
2. I can do it
3. **I'm totally useless**
4. I don't know (I'm not sure)

**11. The ego states are:**

1. Good condition, bad condition,
2. **Parent, child, adult**
3. Grandparents, sons, adults
4. d) I don't know (I'm not sure)

**12. What words would a normative parent say?**

1. A child wants to cross the road when a car arrives, a passer-by says to him quickly: “Wait for me”
2. A child wants to cross the road when a car arrives, a passer-by says to him quickly: “Run faster.
3. **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**
4. 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**

1. A child in a good mood
2. **A free child**
3. A happy adult
4. I don't know (I'm not sure)

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

1. Military
2. **A normative parent**
3. A foster parent
4. I don't know (I'm not sure)

**15. A cross transaction often results in:**

1. A burst of laughter
2. **A misunderstanding**
3. A house party
4. 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 | Acquiredto 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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2. **Listen to the other**
3. Interrupt

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2. Give orders
3. To be in a bad mood

**4. What is open-mindedness?**

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2. Change your mind very often
3. **Accept and respect the ideas of others**

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3. **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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2. **A normative parent**
3. A foster parent

**15. A cross transaction often results in:**

1. A burst of laughter
2. **A misunderstanding**
3. 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?**
2. Two
3. Three
4. **Four**
5. I don't know (I'm not sure)
6. **What is not considered a learning style?**
7. The convergent
8. The assimilator
9. **The cheater**
10. I don't know (I'm not sure)
11. **What does VAKOG mean?**
12. Vase- Tree- kilo- Ear- Gravel
13. **Visual- auditory- kinesthetic- olfactory- gustatory**
14. Car- Plane- Kilometer- Orient- Station
15. I don't know (I'm not sure)
16. **What is not a critical thinking skill?**
17. Analytical thinking.
18. Creative thinking.
19. **Closure of mind.**
20. I don't know (I'm not sure)
21. **What are the primary needs presented by Maslow?**
22. Self-actualization and esteem
23. **Physiological and safety**
24. Security and self-esteem
25. I don't know (I'm not sure)
26. **What are the secondary needs presented by Maslow?**
27. Self-actualization, esteem and physiological
28. Self-actualization, esteem and security
29. **Self-actualization, esteem and belonging**
30. I don't know (I'm not sure)
31. **What are physiological needs?**
32. **Sleeping, eating, drinking, dressing... In short: primary biological and physical needs**
33. Integration into a group, social status
34. to be recognized, to be loved, to be accepted by others
35. I don't know (I'm not sure)

**8. What are belonging needs?**

1. Sleeping, eating, drinking, dressing... In short: primary biological and physical needs
2. **Integration into a group, social status**
3. to be recognized, to be loved, to be accepted by others
4. I don't know (I'm not sure)

**9. What are self-actualization needs?**

1. sleeping, eating, drinking, dressing... In short: primary biological and physical needs
2. integration into a group, social status
3. **self-fulfilment, personal development (with meditation for example)**
4. I don't know (I'm not sure)

**10. What is Victor Vroom's expectation theory based on?**

1. **On his own motivation**
2. About our basic needs
3. On everyone's future
4. I don't know (I'm not sure)

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

1. **Coherence, intention, relevance, results.**
2. Cohesion, relevance, intention, results
3. Results, cohesion, insight, coherence
4. I don't know (I'm not sure)

**12. What is the definition of resilience?**

1. Ability of an individual to survive without food
2. Ability of an individual to build and live in community
3. **Ability of an individual to build and live satisfactorily despite traumatic circumstances**
4. I don't know (I'm not sure)

**13. What is not an effect of resilience?**

1. Stress reduction
2. Strengthening of self-confidence
3. **Increased risk of depression**
4. I don't know (I'm not sure)

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

1. To get to know each other better and be less prepared to communicate with others
2. To avoid communication with others
3. **To get to know each other better and be better prepared to communicate with others**
4. I don't know (I'm not sure)

**15. Which is not a 'no' driver?**

1. Be fast
2. **Run fast**
3. Be strong
4. 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 to identify his deep motivation |  |
| Understand the concept of self-confidence |  |
| Understand the concept of resilience |  |
| Understand the life positions developed by Transactional Analysis |  |
| 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 memorization profile |  |
| 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 project and thus avoid abandonment |  |
| 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

……………………………………………………………………….

# 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.

1. **According to Kolb, how many learning styles are there?**
2. Two
3. Three
4. **Four**
5. **What is not considered a learning style?**
6. The convergent
7. The assimilator
8. **The cheater**
9. **What does VAKOG mean?**
10. Vase- Tree- kilo- Ear- Gravel
11. **Visual- auditory- kinesthetic- olfactory- gustatory**
12. Car- Plane- Kilometer- Orient- Station
13. **What is not a critical thinking skill?**
14. Analytical thinking.
15. Creative thinking.
16. **Closure of mind.**
17. **What are the primary needs presented by Maslow?**
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1. **Coherence, intention, relevance, results.**
2. Cohesion, relevance, intention, results
3. Results, cohesion, insight, coherence

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

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**15. Which is not a 'no' driver?**

1. Be fast
2. **Run fast**
3. Be strong

# MODULE 3

# PRE-TEST, Module 3

**Participant's name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

1. Sleeping troubles
2. Increased or decreased appetite
3. **Good organisation**
4. I don't know (I'm not sure)

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

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

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1. Never load your calendar to 100%, always keep 10% for unknown events
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3. **Never load your calendar to 100%, always keep 20% for unknown events**
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**8. In the NERAC method, the N stands for:**

1. Notify the work to his collaborators
2. **Note the activities to be carried out**
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1. Encourage your team members
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**13. To plan your time well, you must: (2 correct answers)**

1. **Rank your priorities in order of importance**
2. **Avoid procrastination**
3. Move very fast
4. I don't know (I'm not sure)

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

1. Delegate better
2. Win time
3. **Estimate the time needed for the work to be done**
4. I don't know (I'm not sure)

**15. Good time management makes it possible to:**

1. Relax more easily
2. Be more efficient
3. **Answers a and b**
4. 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 | Acquiredto 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.

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1. Relax more easily
2. Be more efficient
3. **Answers a and b**

# MODULE 4

# PRE-TEST, Module 4

**Participant's name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Number of points obtained: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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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:**
2. Latent conflict
3. **Conflict appeared**
4. Open conflict
5. I don't know (I'm not sure)

**2. All of the following are conflict types except**

1. Conflict of opinions
2. Conflict of needs
3. **Character conflict**
4. I don't know (I'm not sure)

**3 . A conflict of needs always occurs when:**

1. Members of a community are of different races
2. **Members of a community do not have the same expectations**
3. Members of a community do not have the same interests
4. I don't know (I'm not sure)

**4. A conflict of opinion always happens when**

1. Members of a community are of different races
2. Members of a community do not have the same expectations
3. **The members of a community do not have the same ideas**
4. I don't know (I'm not sure)

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

1. **A situation where one or more people or institutions are at the center of decision-making where their objectivity and neutrality may be questioned**
2. A situation where one or more people or institutions must make a decision unanimously
3. A situation where one or more persons or institutions must make a majority decision
4. I don't know (I'm not sure)

**6. All of the following are causes for disputes except**

1. **Bad organization of the company in which we work**
2. Generational issues
3. Very good organization at work
4. I don't know (I'm not sure)

**7. Conflict can be avoided by**

1. Making fun of others
2. **Talking with others**
3. Screaming louder than the others
4. I don't know (I'm not sure)

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

1. Refusal-anger-sadness-negotiation-acceptance
2. Refusal-anger-sadness-acceptance-negotiation
3. **Refusal-anger-negotiation-sadness-acceptance**
4. I don't know (I'm not sure)

**9. The four reactions to change are**

1. **The active committed - the passive resistant - the active resistant - the passive committed**
2. The fearful committed - the passive resistant - the active resistant - the aggressive committed
3. The aggressive committed - the simple resistant - the complex resistant - the passive committed
4. I don't know (I'm not sure)

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

1. The compromise
2. Consensus
3. **Violence**
4. I don't know (I'm not sure)

**11. In the DESC method, the D stands for**

1. **Describe the situation factually**
2. Discuss for a long time
3. Ask for forgiveness
4. I don't know (I'm not sure)

**12. In the DESC method, the S stands for**

1. Learn to say 'No'
2. **Suggest a solution**
3. savor your victory
4. I don't know (I'm not sure)

**13. The Sphynx method consists of**

1. **To keep silent while the other shouts**
2. Scream louder than the other
3. Ask a riddle
4. I don't know (I'm not sure)

**14. The broken record technique consists of:**

1. start screaming very loudly
2. Suggest a solution
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**15. To get out of a conflict, it is better to**

1. **Choose a strategy adapted to the situation**
2. Walk away without saying a word
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# 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"**

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|  |  |
| --- | --- |
| **SKILLS :** | **Participant's full name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **SKILLS** | **Not** acquired | Acquiredto 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"**

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|  |
| --- |
| **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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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