
MANAGING STRESS



INSTRUCTOR GUIDE
1-DAY COURSE

MANAGING STRESS

Copyright © 2008 TreeLine 2008

Published by HRDQ

2002 Renaissance Boulevard #100

King of Prussia, PA 19406

Phone: (800) 633-4533

Fax: (800) 633-3683

Web: www.HRDQ.com

No part of this publication may be reproduced or transmitted in any form or by any means except as permitted under HRDQ's End User License Agreement, and the 1976 United States Copyright Act (17 U.S.C.) sections 107 and/or 108. Inclusion in any publication, whether for commercial or non-commercial purposes, is prohibited. Requests for permission to reproduce or reuse this content outside the terms of the End User License Agreement, should be addressed to permissions@hrdq.com or (610) 279-2002.

For additional Reproducible Program Library licenses please contact the HRDQ Client Solutions Team at (800) 633-4533.

The material in this publication is provided "as is." HRDQ disclaims any warranties, expressed or implied, regarding its accuracy or reliability, and assumes no responsibility for errors or omissions. To the extent permissible by law, HRDQ accepts no liability for any injuries or damages caused by acting upon or using the content contained in this publication.

Version 2.0

Last updated May, 2008

ISBN 978-1-58854-438-4

Licensing agreement

Reproducible Program Library—End-User License Agreement IMPORTANT! PLEASE READ!

The following terms and conditions are a legal agreement between Organization Design & Development, Inc. DBA HRDQ (“HRDQ”) and You, Your organization, its subsidiaries, affiliates, and legal partners (“You”) regarding the Reproducible Program Library (“RPL”).

You may use the RPL only in accordance with the terms of this agreement as set forth below.

1. License Grant. HRDQ hereby grants You a non-exclusive and non-transferable license to download, reproduce, customize, and otherwise make use of the RPL within the terms of this agreement.

2. Proprietary Rights. The RPL is the sole and exclusive property of HRDQ and/or its authors including all right, title, and interest in and to the RPL. Except for the limited rights given to You herein, all rights are reserved by HRDQ.

3. Term. This Agreement is effective upon acceptance, and will remain in effect in accordance with the term of the license purchased. The specific term of this Agreement is defined on the sale invoice provided You at the time of purchase and available thereafter from HRDQ.

4. Authorized Use of Library. For the term of this license, You may:

Store the RPL on a computer,

Amend, edit, and change the RPL provided that all original copyright notices, and trade and service marks, remain intact and appear on this agreement and amended versions and reproductions thereof,

Print and distribute paper copies of the RPL for educational or training activities, whether with direct employees, students, agents, or clients, and,

Resell the RPL, in whole or in part, provided You have a current reseller agreement with HRDQ.

You may not:

Translate, reverse engineer, decompile, disassemble, or create derivative works based on the RPL,

Include the RPL, in whole or in part, in any publication, product or service offered for sale,

Lease or loan the RPL,

Distribute the RPL through the means of a removable storage medium, such as CD-ROM or DVD,

Copy or upload the RPL onto any bulletin board service or public Internet site, or,

Sublicense or reassign this license.

5. Termination. Failure to perform in the manner required in this agreement shall cause this license to automatically terminate and HRDQ may exercise any rights it may have. Upon natural expiry of the term, unless renewed by You with HRDQ, access to the download site will be denied and all passwords rendered inactive. Upon termination, for whatever reason, You must destroy all original and amended versions of the RPL, in any and every format, and certify as such, in writing, to HRDQ upon request. All provisions of this license with regard to the protection of the proprietary rights of HRDQ shall continue in force after termination.

6. Warranty. The RPL is provided "as is." HRDQ warrants that the RPL does not violate any copyrights, trademarks, trade secrets, or patents of any third parties. HRDQ disclaims all other warranties, expressed or implied, regarding its accuracy or reliability, and assumes no responsibility for errors or omissions. To the extent permissible by law, HRDQ accepts no liability for any injuries or damages caused by acting upon or using the content contained in the RPL. If any part of the RPL is defective in workmanship or materials, HRDQ's sole and exclusive liability, and sole and exclusive remedy for You, shall be replacement of the defective material. HRDQ's warranty shall survive the termination of this agreement. Some states do not allow exclusions or limitations of implied warranties or liability in certain cases, so the above exclusions and limitations may not apply to You.

7. Permissions. Any other use of the RPL not defined in this agreement is subject to the written approval of HRDQ.

HRDQ, 2002 Renaissance Blvd. #100, King of Prussia, PA 19406,
610.279.2002, www.hrdq.com

Instructional design and learning philosophy

We are committed to providing the best core-skills content possible for Instructor-Led Training (ILT). The following principles are applied in the development of programs:

Sound Instructional Design

All course content is developed using a variety of research techniques. These include:

- Brainstorming sessions with target audience
- Library research
- Online research
- Customer research (focus groups, surveys, etc.)
- Subject Matter Experts (SME)
- Interviews with trainers

Expert instructional designers create imaginative and innovative solutions for your training needs through the development of powerful instructional elements. These include:





- Learning objectives — effective tools for managing, monitoring and evaluating training
- Meaningfulness — connects the topic to the students' past, present, and future
- Appropriate organization of essential ideas — helps students focus on what they need to know in order to learn
- Modeling techniques — demonstrate to students how to act and solve problems
- Active application — the cornerstone to learning — helps students immediately apply what they have learned to a real-life situation
- Consistency — creates consistent instructions and design to help students learn and retain new information
- Accelerated learning techniques — create interactive, hands-on involvement to accommodate different learning styles

Application of Adult Learning Styles






Adults learn best by incorporating their personal experiences with training and by applying what they learn to real-life situations. Our experienced instructional designers incorporate a variety of accelerated learning techniques, role-plays, simulations, discussions, and lectures within each course. This ensures that the learning will appeal to all learning styles and will be retained.

Course timing

Chapter One: Identifying Your Stressors

Type of Activity	Segment	Time
	Why is stress so stressful?	10
	What stresses you?	10
	Assessing your stress	15
	Connecting stress and control issues	15

Chapter Two: The Stress Cycle

	Reviewing the stress cycle	20
	Defining perception	20
	Defining mental responses to stress	15
	Physical responses	10
	Burnout assessment	10



Reading



Written Exercise






Facilitate



Group Activity

Course timing

Chapter Three: Moods and Stress

Type of Activity	Segment	Time
	Understanding how moods affect stress	10
	Using strategies for minimizing bad moods and recognizing extreme moods	20
	Managing anger	20

Chapter Four: Setting Boundaries and Saying No

	Creating boundaries	15
	Saying "no" diplomatically	15
	Delivering your message	20
	Dealing with people who stress you out	20



Reading



Written
Exercise



Facilitate



Group
Activity

Course timing

Chapter Five: Managing Stress Physically



Using relaxation exercises and redirecting stress

20



Connecting nutrition and exercise

10



Environmental influences

10

Chapter Six: Managing Stress Mentally

Type of Activity

Segment

Time



Mental strategies to combat stress

20



Solving problems

20



Using humor

10

Chapter Seven: Rising Above Stress



Balancing your life

15



Determining optimal stress

15



Having a “no regrets” attitude

10

Contents

Licensing agreement.....	iii
Instructional design and learning philosophy	v
Course timing.....	vi
Course objectives	xi
Chapter One: Identifying Your Stressors	
Learning objectives	2
Why stress is so stressful.....	3
What stresses you?.....	4
Assessing your stress	5
Connecting stress and control issues.....	6
Chapter Two: The Stress Cycle	
Learning objectives	8
Reviewing the stress cycle	9
Defining perception	10
Defining mental responses to stress	11
Physical responses	14
Burnout self-assessment.....	16
Chapter Three: Moods and Stress	
Learning objectives	18
Understanding how moods affect stress	19
Using strategies for minimizing bad moods.....	20
Recognizing extreme moods.....	21
Managing anger	22
Chapter Four: Setting Boundaries and Saying No	
Learning objectives	26
Creating boundaries	27

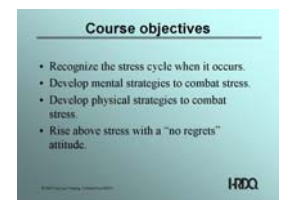
Saying "no" diplomatically	28
Delivering your message.....	30
Dealing with people who stress you out	31
Chapter Five: Managing Stress Physically	
Learning objectives	34
Using relaxation exercises	35
Redirecting stress.....	36
Connecting nutrition and exercise	37
Environmental influences	39
Chapter Six: Managing Stress Mentally	
Learning objectives	42
Mental strategies to combat stress.....	43
Solving problems	46
Using humor	47
Chapter Seven: Rising Above Stress	
Learning objectives	50
Balancing your life	51
Determining optimal stress.....	52
Having a "no regrets" attitude.....	54
Using light-hearted approaches	55
Appendix	
Action plan	58
Course review.....	59
Solutions for every training challenge.....	60

Course objectives

Successful completion of this course will increase your knowledge and ability to:

- Identify the major stressors in your life
- Establish your optimal stress level
- Recognize the elements of the stress cycle
- Avoid “catastrophizing” and other unproductive self-talk
- Discuss the effects of mood on stress and learn to cope when in a bad mood
- Recognize when extreme moods require professional help
- Implement strategies for saying no diplomatically
- Communicate effectively, even when stressed
- Deal with people who stress you out
- Incorporate mental strategies for managing stress
- Integrate physical strategies for managing stress
- Develop problem-solving skills to reduce stress
- Reduce stress by developing a perspective of gratitude
- Live with a “no regrets” attitude

Discuss course objectives.



Chapter One



IDENTIFYING YOUR STRESSORS

Discuss chapter objectives.

Course objectives

- Recognize the stress cycle when it occurs.
- Develop mental strategies to combat stress.
- Develop physical strategies to combat stress.
- Rise above stress with a "no regrets" attitude.

HRDQ

The definition of insanity

Doing the same thing over and over,
expecting a different result



HRDQ

Learning objectives

Successful completion of this chapter will increase your knowledge and ability to:

Identify the major stressors in your life

Determine subtle issues that may be increasing your stress

Identify what you can and can't control in life

Why stress is so stressful

Job stress leads to a variety of physical complaints and comes from multiple factors. The most common are negative competition, lack of control and work overload. Given the enormous impact that stress can have on a company's productivity, health costs and ultimate profitability, employers are actively searching for ways to reduce worker stress.

Facts and statistics

An average of 15% of the workforce will experience health problems that can be attributed to stress.

Between 75% and 90% of all doctor visits are attributable to physical and emotional symptoms of burnout.

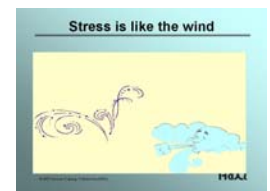
Job stress is estimated to cost \$200–300 billion annually in absenteeism, diminished productivity, employee turnover, accidents, workers' compensation, and direct medical, legal, and insurance fees.

A Northwestern Life Insurance survey found that 46% of U.S. workers said their jobs were highly stressful and 34% said they felt so much stress they were thinking of quitting.

Air-traffic controllers and police officers rank high on the list of most stressful jobs, but so do secretaries who have too much work to do and little control over how to do it.

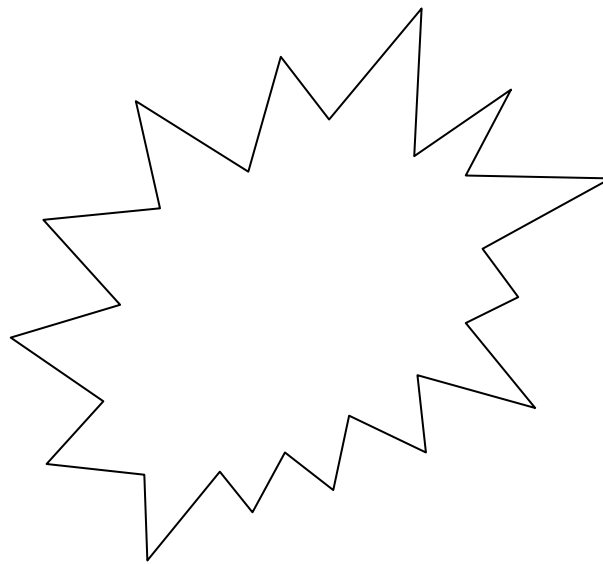
Briefly review the statistics.

Introduce the wind analogy: Stress is like the wind—you can't see it, you can't touch it, but you can feel it. A gentle breeze is refreshing, but a gale force is overwhelming and knocks you off your feet. Likewise with stress—a bit of stress is good; too much stress is bad.



What stresses you?

Identify the causes of stress in your life. Start by drawing yourself in the starburst below. Then draw lines out and add a picture of each stressor.



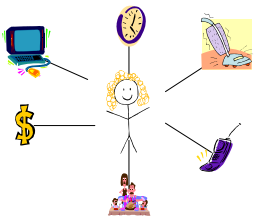
Discuss how the pace of society contributes to our stressful feelings—we operate in a “24/7” environment that provides precious little downtime. Technology has contributed to this environment with pagers, cell phones, e-mail accessible through phones, and palm pilots, etc.

Have participants draw a picture or mind map of their stressors.

Start by drawing themselves in the burst in the center of the page.

Draw lines out and add a picture of each stressor.

Show the overhead as an example: dollar sign (money worries), computer (work), clock (not enough time), vacuum cleaner (keeping the house clean), phone (too many phone calls and interruptions), family.



Allow several minutes and have participants share.

Option: This also works well as an icebreaker activity.

Assessing your stress

Read each statement and rate its relevance in your life on a scale of 1–5 (1=very relevant to my situation and 5=not relevant at all to my life situation).

Statement	Rating
1. Noise distracts me from the task at hand.	1 2 3 4 5
2. Change is a constant at work/home.	1 2 3 4 5
3. I'm exposed to environmental pollutants.	1 2 3 4 5
4. I live/work in a building with poor ventilation, lighting, heating, cooling, etc.	1 2 3 4 5
5. I'm expected to do more and more with less and less.	1 2 3 4 5
6. I'm bored, unchallenged or idle for periods of time.	1 2 3 4 5
7. I experience frequent changes in technology, systems, expectations, or demands.	1 2 3 4 5
8. I set high goals and expectations for myself.	1 2 3 4 5
9. Decisions that affect me are made without my input.	1 2 3 4 5
10. I'm expected to achieve success.	1 2 3 4 5
11. I'm living the life I want to live.	1 2 3 4 5
12. I have control over my workload and how I spend my time.	1 2 3 4 5
13. I've been given responsibilities without the training to fulfill them.	1 2 3 4 5
14. Thoughts of my work intrude on my personal time and thoughts of my personal life intrude into my workday.	1 2 3 4 5
15. My performance depends on other people's cooperation.	1 2 3 4 5
16. I often wish I were anywhere else besides where I am.	1 2 3 4 5

Now that you have identified the most common sources of your stress, you will assess the level of the stress. The point of this assessment is to zero in on subtle issues that may be affecting participants' stress levels and also to get them to begin to look at what they can and cannot control.

1. Allow several minutes for participants to complete.
2. Then spend a few minutes reviewing as a group.
3. Ask: "Of the statements you gave a five to, which ones are under your control and which ones are out of your control?"
4. Circle the items you can control and put an X on the ones you can't control.

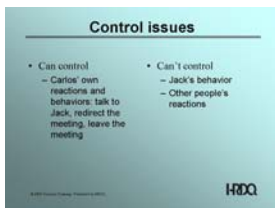
Connecting stress and control issues

Activity: Share a situation with participants and ask them to write down what can and cannot be controlled.

Example: Jack and Carlos are in a meeting with several other people. Jack blows up at Carlos. What can and can't Carlos control? Possible answers: Carlos cannot control Jack's behavior. He can control his own reaction and redirect the meeting. He can ask Jack to share his thoughts outside the meeting and Jack may or may not agree. He can go to Jack after the meeting and tell him how he felt. He can even leave the meeting himself. He also cannot control other people's reactions to the blowup.

You become stressed whenever you try to control a situation that is beyond your control. Most control issues are around trying to make someone act differently—you cannot do this.

Can control	Cannot control



Bad news

You can't eliminate stress from your life.

Many of us are locked into patterns that increase the stress we feel.

Good news

You can change how you feel about the stress in your life.

You can change habits and create new patterns that will help you cope more effectively with the stress in your life.






Reproducible Training Library



DELIVERING HIGH-QUALITY, CUSTOMIZED TRAINING HAS NEVER BEEN SIMPLER.

The Reproducible Training Library offers a full suite of training solutions, in three formats:

-  Instructor-led Classroom programs with reproducible instructor and participant guides
-  Self-study e-Learning with freely distributable self-study module in Microsoft PowerPoint© format
-  e-Books in freely distributable pocket book Microsoft Word© format

All formats can be easily customized so it's your training, your way. Why spend the time when we've done the work for you?

Get started today!

Download the Info Kit hrdqstore.com/rtl-info or call our Customer Service Team at **800-633-4533**

ABOUT US

HRDQ is a trusted developer of soft-skills learning solutions that help improve the performance of individuals, teams, and organizations. We offer a wide range of resources and services, from ready-to-train assessments and hands-on games to facilitator certification, custom development, and more. Our primary audience includes corporate trainers, human resource professionals, educational institutions, and independent consultants who look to us for research-based solutions to develop key skills, such as leadership, communication, coaching, and team building.

At HRDQ, we believe an experiential approach is the best catalyst for adult learning. Our unique Experiential Learning Model has been the core of what we do for more than 30 years. Combining the best of organizational learning theory and proven facilitation methods with an appreciation for adult learning styles, our philosophy initiates and inspires.

**DOWNLOADABLE,
CUSTOMIZABLE, REPRODUCIBLE
& AFFORDABLE**

For more information or to place an order, please call or visit us at:

HRDQSTORE.COM | 800-633-4533