

HOW TO MANAGE YOUR EMOTIONS



INSTRUCTOR GUIDE

1/2-DAY COURSE

HRDQ

HOW TO MANAGE YOUR EMOTIONS

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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 (SMEs)
- 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 provide effective tools for managing, monitoring, and evaluating training.
- Meaningful connections between the topic and students' past, present, and future.
- Appropriate organization of essential ideas helps students to focus on what they need to know in order to learn.
- Modeling techniques demonstrate useful behaviors and problem-solving skills.
- Active application, the cornerstone to learning, helps students immediately apply what they have learned to a real-life situation.
- Consistent instructions and design 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 to appeal to all learning styles and ensure that the ideas and information will be retained.

Instructional Design and Learning Philosophy (cont.)

Customizing Your Program

There are two ways you can customize this program: 1) Customize the content and 2) Customize the format.

Customizing the content is easy. The Instructor Guide and Participant Guide are created in Word, so you can simply modify the content just as you would any Word document. Some common reasons for customizing content include:

- Changing examples to fit your industry or work environment
- Modifying content to match work rules and procedures
- Adding, deleting, or rearranging content to meet training time constraints

The other way to customize the program is to change the formatting. Typically, organizations will do this to add their corporate logo and/or colors, or it may just be an issue of personal preference. Again, treat the Instructor Guide and/or Participant Guide as you would any Word document. The styles used in this document are labeled HRDQ in the Quick Styles tab. For additional help using Word, consult the Microsoft website.

Preparing for the Training

As you know, preparation is the key to conducting an effective training session. Here are some issues to consider:

Logistics

- Advertise the training with enough advance notice that participants can block it out on their calendars. Consider contacting potential participants' managers to encourage their attendance.
- Send a confirmation notice before the training reminding participants of the date, time, and location.
- Room setup: Ideally, use round tables to facilitate partner and small-group interaction.





Equipment and Supplies

In order for the training to go smoothly, have these supplies and equipment on hand:




▪ Name tags	▪ Pens or pencils
▪ Flip chart and markers, tape	▪ Beverages and snacks (optional)
▪ Laptop with projector (for the PowerPoint)	▪ Water for yourself and the participants
▪ Timer or watch	
▪ Pads of sticky notes, blank paper	

Course Activities



Module One: The What and Why of Emotions

Type of Activity	Segment	Timing (minutes)
	Course objectives	5
	Do you manage your emotions? Or do they manage you?	10
	What are emotions?	5
	What place do emotions have at work?	10

Module Two: All about Triggers

	Trigger-perception-response cycle	15
	Common workplace triggers	10
	Identifying personal triggers	10

Module Three: Strategies for Managing Your Emotions

	Recognizing physical reactions	10
	Reframe your thinking	20

Course Activities (cont.)

Type of Activity	Segment	Timing (minutes)
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Module Three: Strategies for Managing Your Emotions

	Productive confrontation	10
	Problem solving	10
	Problem-solving practice	15



Reading

Module Four: Oops! What to Do When an Outburst Happens

	Handling your own anger and emotions	10
	Handling someone else's outburst	10
	Restoring harmony	5



Written Exercise



Facilitation

Module Five: Long-Term Strategies to Channel Emotions Productively

	Constructive vs. destructive communication	10
	Learned optimism	20
	Don't sweat the small stuff	10



Group Activity

Contents

Module One: The What and Why of Emotions	1
Course objectives.....	2
Do you manage your emotions? Or do they manage you?.....	3
What are emotions?	4
What place do emotions have at work?	5
Module Two: All About Triggers.....	6
Trigger-perception-response cycle.....	7
Common workplace triggers	8
Identifying personal triggers	9
Module Three: Strategies for Managing Your Emotions	10
Recognizing physical reactions.....	11
Alternative to an angry outburst or emotional reactions.....	18
Reframe your thinking	12
Reframing practice	13
Productive confrontations.....	14
Problem solving.....	15
Problem solving practice	16
Module Four: Oops! What To Do When an Outburst Happens.....	17
Handling your own anger and emotions.....	18
Handling someone else’s outburst	19
Restoring harmony	20
Module Five: Long-term Strategies to Channel Emotions Productively	21
Constructive vs. destructive communication	22
Learned optimism.....	23
Don’t sweat the small stuff	25
Appendix.....	27
Action plan	28
Course review	29
Suggested resource list.....	31
Course evaluation	32

Module One



The What and Why of Emotions

Course Objectives

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

- ◇ Recognize the messages our emotions send us at work
- ◇ Understand the trigger-perception-response cycle
- ◇ Reframe our thinking to avoid emotional outbursts
- ◇ Replace emotional outbursts with productive confrontations
- ◇ Recover from your own or another person's emotional outburst
- ◇ Employ long-term strategies to channel emotions productively

Trainer Notes

5 minutes

Introduce yourself and provide a brief background if participants don't know you. Go over logistics (schedule, breaks, restrooms, etc.) and any ground rules for the day. Typical ground rules include no electronics in use, show respect for every participant, participate fully, no dominating or interrupting, etc.

Review the course objectives with participants.



How to Manage Your Emotions

Course Objectives

- Recognize the messages our emotions send us at work.
- Understand the trigger-perception-response-cycle.
- Reframe our thinking to avoid emotional outbursts.
- Replace emotional outbursts with productive confrontations.
- Recover from your own or another person's emotional outburst.
- Employ long-term strategies to channel emotions productively.

Do You Manage Your Emotions? Or Do They Manage You?

Think of a time when you were emotional at work. What words would you use to describe your emotion? Where did the emotion come from? What happened, and how did you handle it?

"Control your emotion or it will control you."

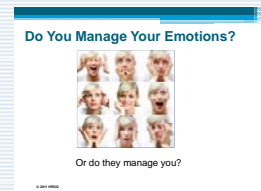
Anonymous

Trainer Notes

10 minutes

Begin by reminding participants of the story about Steven Slater, the JetBlue flight attendant who "just couldn't take it anymore." On August 9, 2010, upon landing in New York City and after allegedly being harassed by a passenger, Slater announced over the airplane's PA system that he was quitting his job, grabbed two beers from the beverage cart, deployed the emergency evacuation chute, and slid down it. In the immediate aftermath, he was hailed as a hero of the working people, even though his actions were an over-the-top display of emotions at work.

Icebreaker activity: Have participants work in small groups and answer the questions on this page. Although these questions are personal, if participants stay focused on emotions in the workplace they should be willing to share. As you debrief the activity, notice all the different words people use to describe their emotions.



What Are Emotions?

Emotions are messages

- ◇ Emotions bring attention to something.
 - Notice the next time you experience an emotion. Identify the emotion you are feeling and why you are feeling it.
- ◇ Emotions are an outward expression of inward beliefs. Often these beliefs are unconscious or automatic, and often they are negative.

Emotions guide our behavior

- ◇ Productively
- ◇ Unproductively
- ◇ Emotions often interfere with our ability to think rationally.
- ◇ It's almost impossible to change your initial emotion; however, you can change how you feel after the fact.

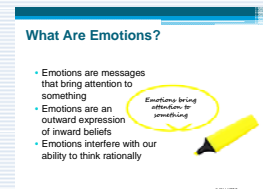
Trainer Notes

5 minutes

Emotions bring attention to something: It can be as simple as "I'm mad because Jim ignored my suggestion." Then, dig a little deeper: "Having my suggestion ignored made me feel unappreciated."

Emotions guide our behavior, sometimes productively and, more often, unproductively. Emotions, even positive ones, can cause us to make impulsive, irrational decisions. On the other hand, a negative emotion such as guilt may motivate us to act constructively.

You have a choice to change how you feel after the fact. It is usually impossible to change your initial emotion; it simply occurs too quickly and automatically. However, you can manage your second (and subsequent) thoughts and emotions about the situation.



What Place Do Emotions Have at Work?

Emotional messages at work

- ◇ We want something and are not getting it.
- ◇ From past experience, we expect trouble.
- ◇ We have feelings of powerlessness.
- ◇ We have unfulfilled expectations.
- ◇ People or circumstances are affecting our outlook.

Most common negative emotions at work

- ◇ Frustration/irritation
- ◇ Worry/nervousness
- ◇ Anger/aggravation
- ◇ Dislike
- ◇ Disappointment/unhappiness
- ◇ Embarrassment
- ◇ Guilt

Activity

When have your emotions (whether positive or negative) served you productively?

When have your emotions (whether positive or negative) served you unproductively?

Activity: Ask participants to think of a time when their emotions (whether positive or negative) served them productively and a time when their emotions (whether positive or negative) served them unproductively. Ask for volunteers to share their answers.

Trainer Notes

10 minutes

Emotions are a signal that lets you know when something is wrong. However, they don't solve the problem. And, if not expressed constructively, they can drain your energy and damage relationships. So it's important to learn how to handle them effectively.

Don't make decisions when you are too emotional to think clearly. Don't attempt to problem solve with someone who is too emotional.

Naturally, people experience positive emotions at work—happiness, gratitude, enjoyment, pleasure, delight, etc. Generally, these don't pose a problem, so we won't focus on them in this program.

A 1997 study by Cynthia Fisher at Bond University found that the most common negative emotions experienced in the workplace are:

Frustration/irritation

Worry/nervousness

Anger/aggravation

Dislike

Disappointment/unhappiness

Other negative emotions: Fear, embarrassment, guilt.

What Place Do They Have at Work?

- Emotions are a signal that lets you know when something is wrong.
- If not expressed constructively, they can drain your energy and damage relationships.



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Rosemary C. Rulka, MS, SPHR
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