



DELAWARE INSTRUCTIONAL CONSULTING

LEARN | DESIGN | INNOVATE

EXPRESSING EMOTIONS IN THE WORK ENVIRONMENT

Facilitator Guide



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Note:

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Overview





Overview of Expressing Emotions in the Work Environment

About This Program

Emotions are as much a part of the workplace as the air we breathe. Happiness, surprise, frustration, anger—they are all there and more. Emotions play a role in the choices we make and actions we take. Directed emotions can motivate, inspire, and add positive intensity to our work.

When strong emotions leave our control, or “run away,” our personal productivity and the productivity of others suffer. Key relationships in our network are damaged, making it even harder to maintain necessary focus. Individuals who take initiative to stay on top of their own emotional reactions and help others do the same have a positive impact on productivity, relationships, the overall atmosphere of the workplace, and their own personal well-being.

In this program, participants explore and apply key actions for Expressing Emotions in the Work Environment. The skills and techniques they learn not only help them see how to effectively deal with their own emotions, they also examine how they can take positive action with the emotions of others.

Target Audience

The audience for Expressing Emotions in the Work Environment is all employees.

Purpose

The purpose of Expressing Emotions in the Work Environment is to provide participants with strategies to address strong emotions—theirs and, when appropriate, those of people they work with.

Objectives

At the end of Expressing Emotions in the Work Environment, participants will be able to:

- Identify the impact of emotions on their own productivity
- Identify factors that cause their emotions to intensify so that they can manage them more effectively
- Apply techniques to address their own strong emotions, so they can focus on getting work done
- Explain when it is useful and appropriate to take positive action to help others manage their emotions
- Respond to the strong emotions of others in a constructive and objective way





Overview of Expressing Emotions in the Work Environment (cont.)

Advance Preparation

- Read these Facilitator Notes, the Participant Guide, the wallcharts, and the handouts.
- Review the beginning of each module's notes for *critical information* about advance preparation for that module.
- A "U-shaped" table setup will not work for this program. The room should be set up "café style," with three to six table groups.
- Consider how to set up the seating in the room. Tables should accommodate six participants. This will allow you to place two groups of three at each table, and have table groups of six for small-group activities. Tables for four or five will also work, but in general, try for table groups of six.
- Learn as much as you can about the participants, the client organization, its culture, and the context in which people operate. For example, does the organization operate as a matrix or a hierarchy?
- Note that the videos are embedded in the slides and will play automatically when you advance to a video slide. The slides and video **must** stay together in a folder on your computer for the links to work. Prior to the session, test the presentation and the audio, checking that the audio is set so that everyone in the session can hear it clearly.

Program Timing

The standard version of this 1/2-day program accommodates 15 participants. Class sizes of fewer than 9 or more than 15 may reduce the effectiveness of many of the activities.



Expressing Emotions in the Work Environment: Agenda and Timing

Introduction	55 min
1. Welcome and Introductions	20 min
2. Purpose, Process, Payoff	10 min
3. The Good, the Bad, and the Ugly of Workplace Emotions	25 min
Working with the Key Actions	2 hr 0 min
1. Video: Key Actions for Expressing Emotions in the Work Environment	15 min
2. Key Action 1: Stop, reflect, and decide.	15 min
3. Key Action 2: Take positive action for yourself.	15 min
4. Video - Key Action 3: Take positive action with others.	20 min
5. Putting the Techniques Into Action	20 min
6. Pairs Practice: "I've Got an Issue"	35 min
Action Planning and Close	25 min
1. Key Action 4: Learn. (Insight and Action)	20 min
2. Summary	5 min
Total Learning Time:	3 hr 20 min



Introduction



SAMPLE





Step 1: Welcome and Introductions

PURPOSE

- To welcome participants and introduce yourself
- To have participants introduce themselves
- To establish a real-world context for the skills
- To present housekeeping and ground rules

TIME

20 minutes

SAMPLE





Step 1: Welcome and Introductions—DETAIL

Facilitator Notes

Conduct Activity

SHOW SLIDE:

Welcome to Expressing Emotions in the Work Environment

WELCOME the group.

INTRODUCE yourself. Include these points:

- Name
- Job title
- Major responsibilities and leadership experience
- Your role as facilitator
- A safe piece of personal information (e.g., a favorite hobby)

SAY:

In "*Expressing Emotions in the Work Environment*," we'll explore the impact strong emotions can have on work results and on you personally. Most importantly, we'll be focusing on concrete actions you can take to deal more effectively with both your and others' emotions.

Let's take a few minutes to learn about each other and our thoughts pertaining to this topic.

HAVE participants turn to "What's Going On? - Emotions at Work."

SAY:

This page contains a mix of pictures, quotes, and statements relating in some way to emotions at work. Select one that strikes you the most. I'll be asking you to share your choice in a moment.

ALLOW 1 minute for individual work.





Step 1: Welcome and Introductions—DETAIL (CONT.)

Facilitator Notes

SHOW SLIDE:

Introductions

SAY:

Please introduce yourself by sharing:

- Your name
- Your role (a brief description of what you do at work)
- What you selected from the activity page and why

Teaching Tip:

Model the introduction for the group.

INVITE participants to introduce themselves.

REVIEW the ground rules. SAY:

Before we continue, let's review some ground rules and housekeeping items. As you have already experienced, success in this session requires your active participation. Another key guideline is that any confidential information that is shared in this room stays in this room. Agreed?

ASK:

- What other ground rules would you like to add?

ACKNOWLEDGE all responses.

Teaching Tip:

Ensure that all participants agree with each suggested ground rule.

REVIEW housekeeping issues. Include these items:

- Restroom and telephone locations
- Breaks
- Starting and ending times
- Cell phones and pagers (keep them off during session)





Step 1: Welcome and Introductions—DETAIL (CONT.)

Facilitator Notes

TRANSITION:

Now let's take a moment to preview our time together.

SAMPLE



Step 2: Purpose, Process, & Payoff

PURPOSE

- To provide participants with the purpose and an overview of what will be covered
- To help participants begin to recognize the value of the skills for themselves

TIME

10 minutes

SAMPLE



Step 2: Purpose, Process, & Payoff—DETAIL

Facilitator Notes

Introduce Activity

ASK:

- Why would addressing emotions be an important skill to work on in this organization?

Sample responses:

- People can become negative when emotions aren't addressed and that makes it hard to stay focused.
- We have to depend on each other and we can't afford for people to get and stay mad.
- The pace is so frantic, we have to stay on top of our emotions to get things done.

Conduct Activity

HAVE participants turn to "*Expressing Emotions in the Work Environment.*"

SAY:

The information on this page provides an introduction to our topic. Please take a moment to read the page and then we'll discuss it.

ALLOW 1 minute for individual reading.

Teaching Tip:

Read the last sentence from the page (provided in the next SAY statement) aloud to the group.

SAY:

Individuals who take initiative to stay on top of their own emotional reactions, and help others do the same, have a positive impact on productivity, relationships, the overall atmosphere of the workplace, and their own personal well-being.



Step 2: Purpose/Process/Payoff—DETAIL (CONT.)

Facilitator Notes

IMPORTANT CONCEPT:

Given the pressures of today's workplace, this skill is more than just a "nice to have," it's essential to our success. This approach goes against the "leave your emotions at home" philosophy of the past. In fact, business experts now widely acknowledge that emotions play an important role in how we work, make decisions, and interact with others.

SAY:

Let's take a more specific look at the purpose.

SHOW SLIDE:

Purpose

HAVE participants turn to "Purpose/Process/ Payoff."

SAY:

The purpose is to provide you with strategies to address strong emotions— yours and, when appropriate, those of people you work with.

The techniques you learn will help you handle challenging emotions, maintain focus on getting work done, and strengthen work relationships.

Let's take a quick look at the process we'll follow to meet that purpose.





Step 2: Purpose, Process, & Payoff—DETAIL (CONT.)

Facilitator Notes

SHOW SLIDE:

Process

SAY:

This is the process, or agenda.

- We'll talk about the impact emotions have in the workplace.
- We'll discover how and why emotions can take control in some situations.
- We'll learn a set of key actions for addressing emotions that you can apply for yourself and with others.
- Building on these key actions, we'll look at specific techniques and choices you have to be more effective in this area.
- We'll close with a chance for you to think through how you'll apply the "addressing emotions" techniques to your real-world work situations.

HAVE participants turn to "Payoff."

SAY:

These are the payoffs or outcomes you can expect to achieve.

INVITE participants to record the benefits they expect to achieve in the spaces provided.

ALLOW 1 minute for individual work.

ASK:

- As you look over this list of outcomes, what personal benefits do you hope to gain?

Sample responses:

- I want to channel my emotions more productively.
- I want to help my co-workers when they get upset.





Step 2: Purpose/Process/Payoff—DETAIL (CONT.)

Facilitator Notes

Debrief Activity

TRANSITION:

You have a lot to gain personally and professionally from what we'll explore in this session. Your organization has a lot to gain, as well. Let's continue by examining emotions and their potential impact on work results.

SAMPLE





Step 3: The Good, the Bad, and the Ugly of Workplace Emotions

PURPOSE

- To define the term “runaway” emotions
- To explore the costs of failing to address emotions
- To build the case for addressing strong emotions

TIME

25 minutes

Facilitator Note

Opportunities may arise to call attention to the organization’s Employee Assistance Program. Redirect discussions regarding mental health to available professional resources.

SAMPLE



Step 3: The Good, the Bad, and the Ugly of Workplace Emotions—DETAIL

Facilitator Notes

Introduce Activity:

SAY:

We'll begin this activity by identifying some emotions you've experienced at work.

Teaching Tip:

In this activity participants identify emotions experienced in the workplace and then work together to sort these cards into three categories: the good, the bad, and the ugly. As a result of distinguishing between the three categories, participants are given the opportunity to see that "bad" or "ugly" emotions (runaway emotions) can be counterproductive. These are the emotions that need to be addressed because of their impact on results and work relationships.

Conduct Activity:

DISTRIBUTE three index cards to each participant.

SAY:

Think of three emotions you have observed or experienced recently at work. Describe them—using only a word or two—one per card. Work quickly, writing what immediately comes to mind.



Step 3: The Good, the Bad, and the Ugly of Workplace Emotions—DETAIL (CONT.)

Facilitator Notes

ASK:

- What are some examples of emotions that you might regularly see at work?

Sample responses:

- Frustration
- Disappointment
- Excitement

ALLOW 1 minute for individual work.

Teaching Tip:

After 1 minute, if each participant has at least two cards completed, move on to the next part of the activity.

SAY:

Let's take a look at these emotions by working together to sort through the cards.

HAVE participants form three groups of four or five, keeping their cards and guides with them.

SAY:

Work together to quickly sort your group's cards into three piles: the good, the bad, and the ugly. You can define these terms in whatever way your team agrees on.

ALLOW 6 minutes for work in groups.

Teaching Tip:

Have participants remain in their small groups during the following debrief, as they will be working together again in a small group discussion.





Step 3: The Good, the Bad, and the Ugly of Workplace Emotions—DETAIL (CONT.)

Facilitator Notes

Debrief Activity:

RECONVENE the entire group.

SAY:

In order to sort the cards, you had some definitions in your mind, probably based on personal experience. Let's investigate what they were.

ASK:

- How did your group define a "good" emotion?

Sample responses:

- A good emotion makes you feel happy or positive.
- This would be an emotion that is non-disruptive.

ASK:

- How do "good" emotions impact productivity?

Sample responses:

- "Good" emotions motivate people to be more productive.
- They create energy to get work done.

ASK:

- For your group, what made an emotion "bad"?

Sample responses:

- Emotions are "bad" when they are upsetting to others.
- A "bad" emotion has a negative impact on people.





Step 3: The Good, the Bad, and the Ugly of Workplace Emotions—DETAIL (CONT.)

Facilitator Notes

ASK:

- What made you categorize an emotion as “ugly”?

Sample response:

- By degree, stronger and more uncomfortable than a “bad” one

ASK:

- How do these “bad” or “ugly” emotions impact the workplace?

Sample responses:

- They cause bad feelings and tension.
- They get people unfocused.
- They create a negative atmosphere.

SAMPLE



Step 3: The Good, the Bad, and the Ugly of Workplace Emotions—DETAIL (CONT.)

Facilitator Notes

Teaching Tip:

As you refer to the wallchart, be sure it is folded up so that only the definition of “runaway emotions” is visible, and the bottom two definitions remain hidden.

SAY:

When these emotions take on a life of their own, so to speak, and leave our control, they can be counterproductive. That’s when emotions can be seen as “bad” or “ugly.” We’ll be defining those emotions as “runaway.” These are important emotions to address because of their potential impact on results and work relationships.

ASK:

- In your experience, what are some ways that people express runaway emotions?

Sample responses:

- Shouting
- Leaving a conversation abruptly
- Slamming a door

SAY:

Some of the most noticeable ways that people express runaway emotions are through actions like yelling or crying.

END OF SAMPLE

