
MANAGING STRESS



INSTRUCTOR GUIDE
1-DAY COURSE

MANAGING STRESS

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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 (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

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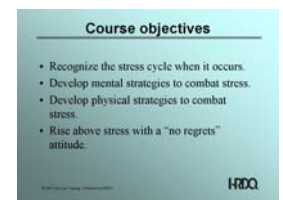
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Course objectives

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.

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The definition of insanity

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



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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.

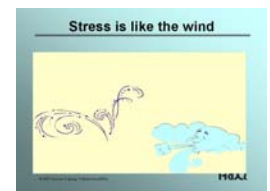
Job stress is estimated to cost \$200–300 billion annually in absenteeism, diminished productivity, employee turnover, accidents, workers' compensation, and direct medical, legal, and insurance fees.

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.

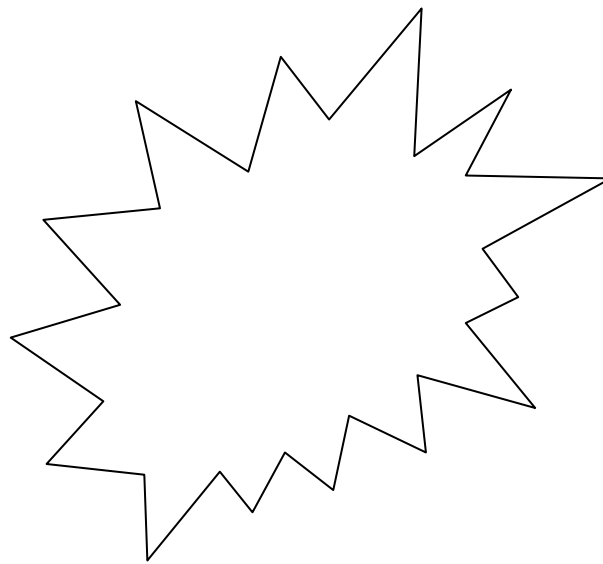
Briefly review the statistics.

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.



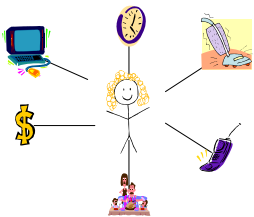
Discuss how the pace of society contributes to our stressful feelings—we operate in a “24/7” environment that provides precious little downtime. Technology has contributed to this environment with pagers, cell phones, e-mail accessible through phones, and palm pilots, etc.

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.

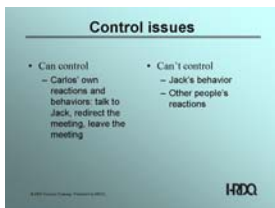
Connecting stress and control issues

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.