

Emotions

Managing Emotions

Assists in learning to manage and direct emotions in a positive manner

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Recognizing Feelings

Recognizing your own feelings and the feelings of others is the basis for emotional intelligence. People with high emotional intelligence are open to their own feelings and capable of reading the body language and nonverbal signs of others—a telling tone of voice, a shift in body posture, a long silence, or a smile—regardless of the message given through words or actions. Empathy, or the ability to see the world through somebody else's eyes, is a sign of emotional intelligence. Empathy is important for emotional stability, moral development, teamwork, friendship, good social skills, and satisfying relationships at home and in the workplace.

“My role in society, or any artist’s or poet’s role, is to try and express what we all feel. Not to tell people how to feel. Not as a preacher, not as a leader, but as a reflection of us all.”

—John Lennon (1940-1980), British rock musician. Interview, Dec. 8, 1980, KFRC RKO Radio, given the

“But that intimacy of mutual embarrassment, in which each feels that the other is feeling something, having once existed, its effect is not to be done away with.”

—George Elliot (1819-1880), English novelist, editor. *Middlemarch*, bk. 3, ch. 27 (1871).

Words to the Wise

Emotional intelligence is the capacity to recognize and understand your own feelings, and the ability to know what someone else is feeling by reading nonverbal emotional cues such as tone of voice, gesture, facial expressions, and body posture. A person with high emotional intelligence has empathy for others and responds to their feelings with sensitivity based on their needs and feelings. Empathetic people care about others because they feel connected to them and have a high regard for themselves. You can improve your emotional intelligence by practicing three basic skills:

- 1) Recognizing your own feelings
- 2) Reading the nonverbal cues of others
- 3) Responding to your feelings and the feelings of others in caring, sensitive ways.

As you develop and improve your emotional intelligence, you will change in a number of ways. You will become better at reading nonverbal cues, develop more empathy and sensitivity to others, have a higher regard for yourself and for others, and have more satisfying relationships and a more successful career.

Being able to read nonverbal cues on the job and develop empathy and sensitivity to others' feelings are ways of creating a positive environment—whether you are being supervised by others or are supervising others. Sometimes, it is difficult to recognize or cope with feelings on or off the job. One way to know if you are

experiencing a strong emotion is to pay attention to how your body is responding. Feelings can cause certain reactions within our bodies. For example, our bodies sometimes respond to a specific feeling with an upset stomach. You have to be aware of what you are feeling before you can change the emotion you are experiencing. In this way, using your emotional intelligence will be key to having a successful career.

Empathy and emotional intelligence are key factors in the ability to see things through someone else's eyes. This is especially important when elements of cultural diversity such as age, gender, beliefs, and language are present. Emotional intelligence lets us understand others in ways that go beyond physical or language barriers. By developing emotional intelligence, we are able to expand our tolerance—the ability to recognize and respect the beliefs and practices of others.

Words to Know

empathy: the ability to know and experience the thoughts and feelings of others

emotion: a strong feeling

emotional intelligence: the ability to recognize and respond with sensitivity to one's own feelings and the feelings of others

stable: permanent; resistant to quick changes; in good mental health

kindness: considering the interests of others equal to one's own interests

self-awareness: being aware of one's own feelings and thoughts about one's feelings

sensitivity: the ability to respond with kindness to others based on the awareness of their needs and feelings

capacity: the ability to do something; the role played by a person

regard: to have admiration for; to look closely; to pay attention

critical: important or crucial; full of judgment or criticism

nonverbal: expressed without words

substitute: to replace; to take the place of another

TAKE ACTION!

Ideas for individual, small group, or Center-wide projects

Choose one of the following projects to find out more about this topic, or create your own project based on your interests and abilities.

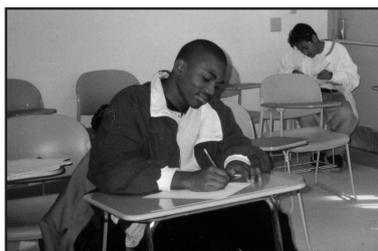


Record Feelings

Record during 3 days any conflicting feelings you feel in your interactions with others. After the 3 days, review your notes and look for any similarities/differences in the type of feelings you had.

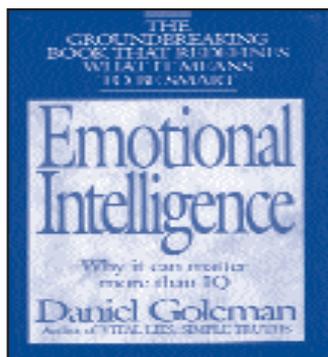
Self-Awareness

For a period of 3 days, describe in your journal all the strong emotions you feel during this time. Name the feelings, the reasons for the feelings, the physical reactions of your body to these feelings, and how you handled your feelings.



Observe Nonverbal Messages

Pay close attention for 1 week to the nonverbal feeling cues of your friends, colleagues, and supervisors. How do people communicate their feelings through their body language, gestures, tone of voice, and facial expressions? Describe what you observe in your journal.



Read About It

Start a reading and discussion group with friends and colleagues who are interested in finding out more about emotional intelligence. The book *Emotional Intelligence*, by Daniel Goleman, is a good beginning. After your group has read a chapter, discuss your ideas, impressions, and reactions to what you read. Learn from the book and each other to begin improving your own emotional intelligence.

A Center-Wide E.I. Survey

A group of people living and working together can have its own emotional intelligence (E.I.). The way people treat each other and react to each other's feelings has an impact on all members of a group. Form a working group of Center staff and students to do a Center-wide E.I. survey to find out what people think about the emotional intelligence of the Center. How open are people about their feelings? How well do people "read" the nonverbal signs and emotions of others? Do people respond in kind and sensitive ways to the feelings of others? Make a list of survey questions and give them to students and Center staff. Use the information you get to improve the E.I. at the Center. Share the results and your suggestions at a Center-wide event. Invite others to help you take action in ways that make a difference in the quality of relationships in the residence halls, the classrooms, and the workplace.

Learning From Others

Interview your teachers, Center staff, and experienced students at the Center to learn more about successful ways of handling strong feelings at the workplace and while you are at the Center.

Read the Screen

Actors are masters of nonverbal signs to show feelings. As you watch your favorite TV programs or movies, see the body language, facial expressions, gestures, and tone of voice the actors use to express specific feelings. Try to guess what might happen based on these unspoken forms of communication you see in the programs. Turn off the sound and try to guess what is happening in the show by the gestures made by the actors.

Draw About It

If you like to draw pictures of faces, you can become a good observer of facial expressions that tell what people are feeling. Draw examples of ways that people show different feelings through facial expressions. Share your drawings with your SST class and invite classmates to "read" the feelings you tried to capture through your illustrations.

Discover the Rules

The way we show our emotions is determined in part by the cultural rules we learned from our youth. Three common rules people learn are to: 1) hide emotions—don't show others what you are feeling; 2) exaggerate feelings—put on a real show and draw attention to your feelings; and 3) substitute a polite feeling for the real one, and don't offend others with unpleasant feelings. What are the rules you grew up with? What rules do you think people around you are using? Do the rules depend upon the gender, age, and cultural background of the person? What other factors determine the rules? Make observations and ask people how they learned to handle their feelings as children. Report what you discover to your SST class.

Example of an E.I. Survey:

Instructions: Respond to the following questions by marking "Most of the time," "Sometimes," or "Almost never."

- There are people here I care about and who care about me.
- People at this Center make me feel I belong.
- If I am feeling down, I have people here I can turn to for support.
- I think people here try to communicate what they are really feeling.
- People here seem to know how I am feeling and try to help.
- This Center is a safe place to show my feelings.

Expressing Anger Constructively

Anger is a strong feeling that is often created when your needs are not met or when you are embarrassed, frustrated, or feeling hurt or without control over something that matters to you. Although anger is a normal feeling, it is the way you handle your anger that tells you how skilled you are. Can you direct your anger toward positive solutions, or do you let your feelings lead you down a path that destroys you as well as your relationships, career, and life? Learning ways to control and calm your anger before taking action is an important first step. Only when both your heart and mind are working well can you make the right decisions to improve a situation and not make it worse.

"Anyone can be angry—that is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way—that is not easy."

—Aristotle (384-322 B.C.), Greek philosopher. *The Nicomachean Ethics*, ch.4, sct. 5, sbsct. 3 (written c. 340 B.C.).

"When angry, count to ten before you speak; if very angry, a hundred."

—Thomas Jefferson (1743-1826), U.S. President. *Decalogue of Canons of Observation in Practical Life*, no.10. Included in letter Feb. 21, 1825, to Thomas Jefferson Smith.

"Let not the sun go down upon your wrath."

—Ephesians 4:26. St. Paul speaks.

Words to Know

anger: a strong, upset feeling triggered by external events or internal thoughts

strategy: a technique or task used to produce a desired result

reflective thinking: careful thought or thoughtful consideration of a past experience or idea

rage: violent anger; a fit of anger

regret: to feel sorry or disappointed

Getting a Grip on Anger

Below are three columns that describe the different sides of anger. There are the physical Signs of anger, which are the ways your body reacts when you are angry. Then, there are the Actions of anger. This is what you and others will do when angry. Finally, there are the Results of anger. These are the outcomes that you or others have experienced because of anger. Fill in the columns below with how you feel and act when angry, and some common results of anger.

Signs	Actions	Results
heart pounding	yelling	loss of a friend
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

the buzz corner

Dear Buzz,
Sometimes when I get angry I just blow up at everyone around me. I end up regretting it later. How can I keep this from happening?

There are several things you can do. Talking to yourself about what you are feeling is one way to work through the emotions that come up when you get angry. Constructive actions such as taking deep breaths, walking fast, and counting can also help to reduce your anger. Your heart may tell you to react in one way, and your brain in another. Talking to yourself and constructive actions are controlled by your thoughts and are more likely to lead to a positive expression of anger. Understanding why you are angry and what you can or cannot change about the situation can also help you deal with anger in a more constructive way.

Dear Buzz,
Someone new at work is constantly blowing up at my co-workers and me. What can I do?

You should confront this person in a positive way and explain how his or her expressions of anger are affecting your co-workers and you. Explain to your new co-worker that learning how to express anger more constructively will have a better impact on everyone. Constructive expression of anger lessens the chance of hurting others, causing injury, and losing a job. Workers need to feel safe where they work in order to be productive. Also, touch on the fact that differences in culture, gender, age, and in how we react can have an impact on the way we deal with anger and how others perceive it. Try to explain to your co-worker that learning how to express anger constructively will help create a more positive environment for everyone involved.

To express anger constructively, you need to use both your heart and head. However, when the emotion of anger takes over your ability to think, the first thing to do is to lessen your anger, so the thinking mind can join with the emotional mind in making wise decisions about how to respond. One practical way to reduce anger is to talk to yourself—give yourself messages that will help calm your anger. Another way is to do something that helps you relax and calm down. List your own positive suggestions after the ones below.

Self-talk

“I can handle this.”
“Keep cool. Don’t let this get to me.”
“Everything is going to be all right.”

Actions

Take deep breaths.
Leave the scene.
Take a long walk.

Think About It!

How do you recognize when you are angry? How do you think uncontrolled rage can affect an angry person and those around him or her? What specific things will you do to express anger more constructively?

Write About It!

What kind of angry behaviors can put you at risk of losing a job or causing injury? Write down some specific situations where managing anger constructively will be critical at your job, and what the consequences will be if it is not handled constructively.

T A K E A C T I O N



Ideas for individual, small group, or Center-wide projects

Choose one of the following projects to find out more about this topic, or create your own project based on your interests and abilities.

Making the Best of Past Regrets: Think about the meaning of the following saying by Ambrose Pierce. “Speak when you are angry and you will make the best speech you will ever regret.” Have you ever spoken in anger and later regretted what you said or did? Write about this experience in your journal by considering the following questions: What triggered your anger? What did you say or do in response to your anger? Why do you regret your response? If you could turn back the clock, what would you do differently?

Learning From Others: Think of people you know who seem to be good at keeping their cool even when they are provoked, threatened, teased, or hassled by others. Find out by interviewing them how they learned to practice self-discipline. Share what you find out with your SST class. Consider the following questions to help conduct your interviews:

- How can you tell when you are really angry?
- How do you stay in control of your feelings? How do you calm yourself down?
- How did you learn to be so self-disciplined?
- Describe a time when you were really angry and handled it well.
- Do you have any suggestions for others who are trying to practice self-discipline?

Recording Your Anger: Keep a record over several weeks of situations that have triggered your anger. Write about them in your journal by answering the following questions. What situation triggered your anger? How did you respond (signs, actions, results)? Were you able to calm yourself before responding? How? Were your actions constructive ones—helpful for yourself and others? Why do you think it was or wasn’t constructive? Would you do anything differently next time? Explain.

Anger in the News: Find out through newspapers, TV, radio, or news magazines the results of anger in the lives of people. Share what you find out with your SST class.

The Effects of Anger on Health: Find out about the effects of anger on the way the body works. Health magazines and health professionals are two sources of information. Share what you find out.

Check Out Support Resources: Are you or is anyone you know having trouble controlling anger? Find out what resources are available at the Job Corps Center or in the community for counseling and support. Share this information with others. Reaching out for help and reaching out to support others are healthy signs of emotional intelligence and good judgment.

Practicing Self-Control

Words to Know

Self-control is an important skill for Job Corps, the workplace, our home life, and the community. Self-control means being able to have control over emotions, impulses, and desires. Getting along with others, holding a job, and being a contributing member of society all require self-control.

behavior: the actions resulting from one's relationship and interaction with the physical environment and the emotional climate

environmental triggers: conditions or situations that can precede loss of self-control

emotional triggers: situations or events that cause strong emotions

patience: the ability to wait calmly

encourage: to inspire; to give confidence

environment: the physical things around us (people and objects) and the emotional climate (the way things feel)

impulses: strong desires that drive one toward a certain goal or feelings of gratification

impulsive behavior: rash, spontaneous actions

loss of self-control: acting on strong emotions in an impulsive, unrestrained way

impulse: a strong urge to do something without thinking about its impact

predict: to identify or tell about ahead of time

self-control: the ability to maintain composure and restrain impulses when confronted with challenging situations

Think About It!



Think about the kinds of situations in the workplace that require self-control.

Write About It!



Now write about the results that could happen if an employee loses self-control at work. Try to come up with at least three different results.

Different Actions to Keep Control

A person who has self-control is able to use a number of different actions to keep control. Number from 1 to 5 the following actions (*1 being very easy for you to do; 5 being very difficult for you to do*):

- ___ stay cool under stress
- ___ calm yourself down
- ___ check your impulses
- ___ think before you act
- ___ wait patiently

Look at the actions to which you gave the highest number. Take a minute and develop a few ways of beginning to practice these skills. Write your ideas in the space provided below:

Self-Control Inventory

“There never has been, and cannot be,
a good life without self-control.”

—Leo Tolstoy

Check the box that best describes you.

		Most of the time	Sometimes	Rarely
1	I can talk to myself and others about my feelings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I listen to my friends, but I can make up my own mind.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I practice sportsmanship and can play competitive games without getting angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I use relaxation techniques for reducing my stress when I'm having a difficult day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	I think about my past experiences and learn from them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	I try to work things out with others, rather than fighting or yelling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	I can tell when I'm getting angry and know ways to calm myself down.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	I can deal with mistakes and failure without losing my cool.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	I can tell when someone is getting angry and try to reduce the tension.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	When I'm feeling loss or disappointment, I use healthy activities for handling my emotions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	When I have a strong urge to do something I shouldn't, I stop myself and rethink my actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	I can accept and follow rules and group norms that are for the welfare of everyone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	I try to predict what might happen as a result of my actions and use this information in making decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	When I lose self-control, I take responsibility for my actions by admitting my mistakes and apologizing to anyone I've hurt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	The way I handle change and unpredictable events is helping me move toward my goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TAKE ACTION!

IMPULSE CONTROL

Learning to control impulses begins by realizing there is a difference between feelings and actions. Make a list of the strong feelings and desires that can push you to act impulsively. Now make a list of *positive* and *negative* actions that can result from these strong emotions. What you do as a result of your feelings is a choice you make. Your choices help determine your future.

EVALUATE YOUR OWN PROFITS

One way to identify the progress you make in controlling your impulses is to track how you deal with difficult situations week by week. Draw a monthly table with a place for each day, or use a calendar to put an “X” every time you face a situation that creates strong emotions and makes it difficult for you to stay on top of your feelings. Circle the “X” when you handle the situation without losing your cool. At the end of a week or month compare the number of circled Xs with those you didn’t circle to keep track of how you are doing. When you have more circled Xs than uncircled ones, congratulate yourself and celebrate.

SELF-CONTROL IN SPORTS

Get together with a group of friends who enjoy sports and watch the movie “Brian’s Song” on video. Before watching the movie, think about your own experiences with competitive and professional sports and discuss your ideas about the following question. *Does the world of sports encourage or discourage the practice of self-control for athletes, coaches, and fans?* After watching the movie, discuss the meaning of “competitive spirit” as it relates to the friendship between the two main characters in the movie. Think about the ways in which competition can bring out the best in people instead of the worst. Share your ideas with your SST class.

ACCEPTING RESPONSIBILITY

Anyone can lose self-control, and do or say things they wish they hadn’t. However, the difference between a responsible person and an irresponsible person is whether one accepts responsibility for his or her own wrongful actions, or denies responsibility by placing the blame on the circumstances or other people. Admitting your part of a mistake and making an apology is hard work, but it can make the difference between moving forward toward a hopeful future and getting stuck in a cycle of failure. Think about how you handle the loss of self-control. How are you becoming the responsible person you want to be?

