

## Facilitator Guide

Use this guide to facilitate discussion, reflection, and action on the ideas presented in this course in a virtual or in-person session. The following checklists will help you prepare for a productive session.

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### Before Meeting

- **Ask learners to review the course.** Suggest they write down questions, comments, and suggestions for the discussion.
  - **Know the content.** Review the course, the Learner Guide, and all Facilitator instructions before you meet. You may find it helpful to refer back to the course content during your discussion, so consider having the course transcript on-hand when you meet.
  - **Practice with your tools.** If you're using a projector, virtual polls, whiteboards, or other technology, set them up to make sure they work before you meet. If you're working virtually, make sure your camera and microphones work and check your background, lighting, and audio settings in your video conferencing program. Practice your presentation through at least once, and troubleshoot any issues.
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### When Meeting

- **Set expectations at the beginning.** At the beginning of the session, discuss meeting etiquette with participants. This may include information on breaks, mobile phone usage, how to ask questions, and how to use any video conferencing features or interactive tools like polls or chat.
- **Keep the discussion on track.** It's easy to let student enthusiasm and questions take the discussion away from the course material. If

students ask questions or talk about topics outside the course, affirm their idea or question, and add them to the “parking lot” for a future discussion.

- **Support your learners.** Ask participants questions to draw on their point of view. Use follow-up questions to encourage conversation and discussion.
  - **Engage your learners.** Use fun and creative learning activities, such as games, competitions, brainstorming sessions, or small group discussions. Incorporate new technology when possible to keep lessons fresh and exciting.
  - **Apply to your organization.** This learning should help your company, organization, or team improve. Adapt activities, questions, and discussion topics to your organization and encourage participants to apply the concepts to their roles.
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## After Meeting

- **Follow up with learners.** Check-in with learners after the session. Ask if they’ve applied anything they’ve learned from the course or have them reflect on their experiences with the course and facilitation session. Answer any of their questions. You also may choose to administer a follow-up session to assess their long-term learning. Remember, the more learning is reinforced, the more it will stick!
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# Course: Effective Emotional Expression at Work

Time: 60 minutes

## How to Use This Guide

Use the Facilitator Guide in conjunction with the Learner Guide. Activities and discussion questions are organized by topic. Your job is to assist participants through the completion of their activities and any subsequent discussions. When instructed to read directions, use the directions from the Learner Guide. Feel free to modify questions and activities to suit the needs of your organization. The times listed for each section are approximations.

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## Facilitation of Sections I-III

(Each activity will take about 20 minutes to complete.)

Each of the activities in Sections I-III is best completed individually for self-reflection. When the activity is completed, individuals will rejoin the larger group for discussion.

### Setting Up and Working on the Activities

1. Read the directions to participants.
2. Answer any questions. Refer to the course transcript for more information on the topic or to provide examples.
3. Give learners 10 minutes to work on the activity(ies) in Section I of their Learner Guide.

### Discussion

1. Come back together as a whole group to discuss the activity.

2. Possible discussion topics (if you have access to a whiteboard or digital note-taking tool, record responses or ask a volunteer to assist):
    - a. Ask for volunteers to share their work and receive feedback from other participants.
    - b. Ask participants what they learned from the experience, or what observations they made. Encourage discussion of the responses by asking follow-up questions, having participants explain their answers or provide examples, or asking the group to provide advice or input.
  3. Repeat these instructions for Sections II and III in the Learner Guide.
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## **Wrap-up**

1. Answer any remaining questions.
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## **Supplemental Questions**

1. Why can it personally be difficult for you to say “no”?
2. Besides the three methods described in the course, are there other methods of saying “no” that you've tried in the past? Describe what you said, did, and how it worked out.
3. What are some advantages of keeping your objectives focused on the future and not the past?
4. When someone has hurt you, why might it be more challenging to see the situation from their perspective?
5. Which steps of the six-step process for clarifying and understanding your feelings do you feel the most confident in doing? The least confident? Please explain.
6. What is one action you can take based on this course or what we've discussed today?
7. What are your key takeaways from this course?

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