



SOFT SKILLS AS A TOOL FOR CREATIVITY IN RURAL AREAS PROJECT

2020-1-FR01-KA204-079841

1) NAME AND DESCRIPTION OF THE TOOL

Emotional Management. Reshaping your emotions

This is an individual activity although it can also be done in pairs with both participants doing the exercise with each other. It is an exercise in self-assessment and self-knowledge, in which the participant will understand the relationship between emotions and results. They will also understand the motivation behind many of their decisions and will understand how reshaping certain behavioural patterns can change the emotion that we experience in a specific way and, in the medium term, the emotional states that condition and explain our results.

2) OBJECTIVES OF THE TOOL

- Understanding the impact of emotions on outcomes
- Learning to build new emotional states
- Understanding the relationship between emotions, decisions and outcomes

3) CONNECTION OF THE TOOL SKILL

Emotional management is key to decision-making, and therefore has a direct impact on the behaviour and results of individuals (intrapersonal area) and organisations (interpersonal area). That is why this exercise will help us to understand how our emotions are generated and sustained, how they condition most of our decisions and, therefore, how they affect and explain a large part of our results.



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4) RESOURCES & MATERIALS

None or a sheet of paper to take notes.

5) IMPLEMENTATION OF THE TOOL

This is a four-step exercise:

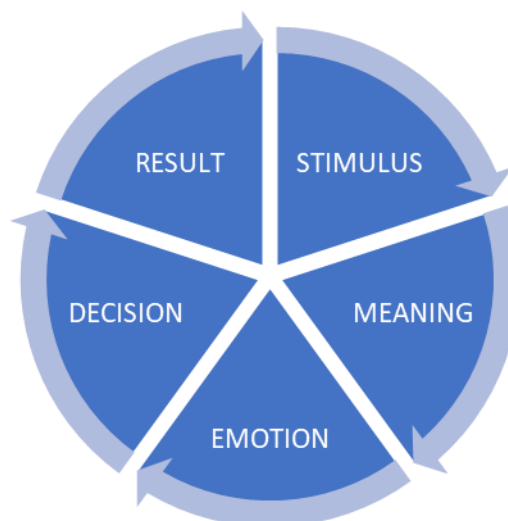
1. The facilitator will ask: Think about the last five things you have bought that were not necessities? Have they been logical and rational purchases or instinctive ones?

Now we can take these questions into the personal and professional realm, with questions such as:

Think about the last five non-mechanical decisions you made at work. Were they rational or instinctive?

Here, the participant can begin to understand the weight of emotions in our decisions.

2. Next, the facilitator will present the participant with the following diagram (the cornerstone of Emotional Intelligence) to understand the relationship between emotions, actions (decisions) and results.



From there, we will start a reverse work in which we will start from situations in the personal or professional sphere in which the expected result has not been achieved. In this tracing, we will start to ask?

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- What result did you achieve? How far did you stray from the desired result?
- What did you do or not do in the process? What do you think you did that was not aligned with the objective? Who has also been affected by these reactions? Have any of your interpersonal relationships suffered as a result of these decisions? What did you fail to do? Why?
- What emotion were you under when you made those decisions? How did your emotions affect those actions? How did the actions impact the final outcome?
- What happened to make you experience that emotion? What was the trigger?
- What meaning did you attach to that stimulus? How did your personal circumstances condition the whole process?

3. Once we have analysed the cycle that started with an external stimulus and ended with an undesired outcome, we proceed to reconstruct the situation from the beginning. Since the stimulus is exogenous and unchangeable, the questions start from the second step:

- What other meaning could you have given it to have a different reaction? Would you be able to do so the next time something similar happens to you?
- In case of giving it that other meaning, what other emotion/emotions could you generate or develop? What do you think? Are they more operative? Would they bring you closer to your goal?
- Under those emotions, what different actions could you take? How would they affect you? How would they affect the people around you?
- Do you think you could achieve different results by following this protocol? How do you think your environment would be/work in that different context? How would you feel?

4. Finally, the facilitator will pose the following table to the participant to identify which physiological, language and focus patterns he/she has followed to develop an emotion that has led to an undesired outcome.

Physiology	Language	Focus
_____	_____	_____
_____	_____	_____
_____	_____	_____

Once the pattern has been described and defined, the participant will be able to dismantle this pattern and begin to reshape a new emotion that is more operative and aligned with their objectives.



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6) WHAT TO LEARN

- How your decisions are constructed from an emotional point of view and how they affect your outcomes
- How to build emotions and emotional states that are more operational and aligned with your results.
- Reframing everyday situations to escape from autopilot and generate high-performance emotions

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