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CURRICULUM

Lesson Plans

MODULE 5 – Anger Management - Conflict Resolution

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Lesson 1: Conflict Resolution (a)

Lesson title	Conflict Resolution (a)
Objectives	<p>The objectives of Lesson 1 are to:</p> <ul style="list-style-type: none">• Recognize the hidden emotions beneath anger.• Develop emotion recognition skills.• Give examples of the anger cycle's various phases• Develop strategies to manage anger effectively.• Reflect on their anger coping skills.• Acknowledge that conflict is a normal process of disagreement among co-workers and managers. Avoid conflict with clients.• Differentiate between positive and negative conflict.
Week	Week 1
Duration	1.5 hours
Key terms	<p>Emotion Recognition</p> <p>Anger Management</p> <p>Conflict Resolution</p>
Learning outcomes	<p>With the completion of Lesson 1 participants will be able to:</p> <ul style="list-style-type: none">✓ Identify the hidden emotions that can lead to or be perceived as anger in the workplace.✓ Recognize different types of emotions.✓ Reflect on their own responses to anger.✓ Evaluate different anger management skills.

<p>Learning methods</p>	<p>Individual reflection</p> <p>Group activity</p> <p>VR activity</p> <p>Group discussion</p>
<p>Evaluation</p>	<p>Continuous performance evaluation</p>
<p>Reference</p>	<p>Foret, M. M., & Eaton, P. (2014). Acceptance and Commitment Therapy Anger Group. Kaiser Permanent Department of Psychiatry Vallejo Medical Center Vallejo, CA.</p> <p>McKay, M., Wood, J. C., & Brantley, J. (2019). The dialectical behavior therapy skills workbook: Practical DBT exercises for learning mindfulness, interpersonal effectiveness, emotion regulation, and distress tolerance. New Harbinger Publications.</p> <p>Woodward, L. (2017). ACT on your recovery manual. Retrieved from https://contextualscience.org/files/ACT%20on%20Your%20Recovery%20Manual%202017.pdf</p>

Steps	Duration	Description	Resources, activities & materials
Brief settling into the session	5 min	The facilitator will introduce any new members to the group and allow some time for participants to settle in.	Discussion
MODULE 5. Lesson 1: Activity 1			
Brief Check-In and Review of in-between Session Work	5 min	<p>Purpose:</p> <p>To reflect on anger and conflict in the workplace.</p> <p>Procedure:</p> <p>The facilitator will explore and revisit the context of the previous lesson. In case participants completed the exercises or familiarised themselves with them, they are encouraged to share their thoughts with the group.</p> <p>Possible questions to start the session/discussion.</p> <ul style="list-style-type: none"> ➤ Reflection on the previous session. ➤ Did you face any difficulties or challenges that you would like to discuss? <p>Summary:</p> <p>Revision of the previous session.</p>	Question and discussion
MODULE 5. Lesson 1: Activity 2			
✦ Psychoeducation about anger	30 min	<p>Purpose:</p> <p>The facilitator will guide participants through identifying and making sense of their emotions and behaviours. This is expected to facilitate managing them more appropriately during conflicts in the workplace.</p>	Teaching, presentation, and Group Discussion


Steps	Duration	Description	Resources, activities & materials
		<p>Procedure:</p> <p>Anger</p> <p>The facilitator introduces the topic using an open question: “Specify the emotions that people mostly feel free to express and those emotions that they usually keep to themselves, especially during conflicts in the workplace”.</p> <p>The facilitator briefly presents the basic concepts of the lesson, such as identification and expression of anger, the cycle of anger, and anger management, and gives examples. The facilitator tries to tailor the discussion to the answers provided by participants during the previous step.</p> <p>During this lesson we focus on:</p> <ol style="list-style-type: none"> 1) Understanding the Emotional Experience of Anger 2) Identifying the concepts of anger: physical, cognitive, and behavioural. 3) Developing effective skills to tolerate and manage anger. <p>Then, the facilitator asks the participants to define anger. He/ she explains that anger is an emotion that ranges from mild irritation to intense rage, often confused with aggression which is any behaviour intended to cause harm.</p> <p>DEFINITION OF ANGER HANDOUT 1 (Appendix 1).</p> <p>“Anger is a normal, healthy emotion which becomes a problem when felt too intensely, frequently, or expressed inappropriately.”</p>	

Steps	Duration	Description	Resources, activities & materials
<p>✦</p> <p>✦</p>		<p>Anger: is a primary emotion that emerges when we are hurt, our rights are violated, we perceive what is happening as a threat, our needs or desires are not met adequately, we are hindered while we are trying to achieve satisfaction, things go wrong, or we have negative emotional and physical experiences.</p> <p>It is a part of human experience. Body and mind are involved in the process of feeling anger, but this does not mean that we cannot control it (Linehan, 2015).</p> <p>The facilitator explains that one of the first steps to manage anger is to recognise it.</p> <p>COMPONENTS OF ANGER HANDOUT 2 (Appendix 2).</p> <p>“We can recognize the physiological changes in the body which signal anger. For example, breathing changes, heart races, face frowns, body temperature changes (i.e., sweating or shivering). Another change is the change in thought (e.g. you see threat in the environment) and change in action (e.g., angry way of speaking – angry facial expression and body language).”</p> <p>Activity: The facilitator asks some volunteers to get into a circle and demonstrate how they look when they are angry. The facilitator helps the participants to describe what they are showing e.g., facial expressions, body language, heartbeat, and muscle tension.</p> <p>EMOTIONS THAT ARE HIDDEN HANDOUT 3 (Appendix 3).</p> <p>The facilitator facilitates a short discussion about what causes the feeling of anger.</p>	

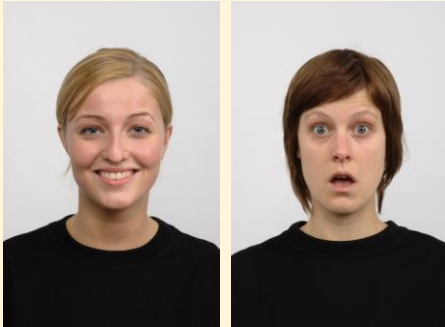
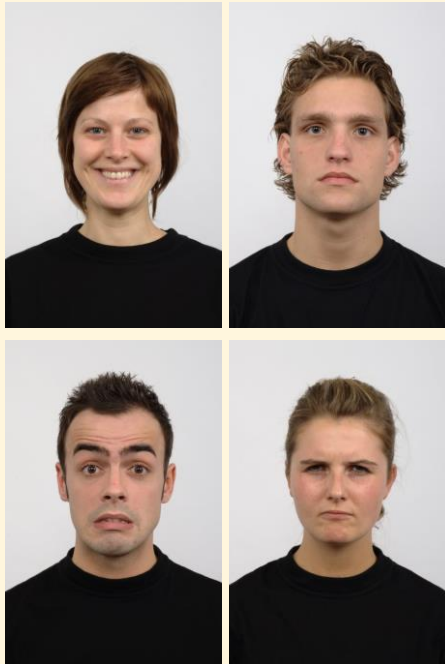
Steps	Duration	Description	Resources, activities & materials
		<p>The facilitator can show the picture of handout 3 in the class.</p> <p>"When anger is displayed, other emotions, such as sadness, fear or guilt, may be hidden beneath the surface. These feelings might make us feel vulnerable or we may not have the skills to manage them effectively."</p> <p>CIRCLE OF ANGER AT WORK HANDOUT 4 (Appendix 4).</p> <p>After this short demonstration, to facilitate the participants' awareness of their own experience of the cycle of anger, the facilitator asks the following questions:</p> <ul style="list-style-type: none"> • When did you first notice that you were getting angry at work? • When did others notice that you were getting angry? • What others might notice about our expression of anger that we don't? <p>The facilitator concludes the discussion by emphasizing the need of being aware of the warning signs of anger.</p> <p>Summary:</p> <p>In this section participants become more familiar with the cues and warning signs of anger. They also understand their own cycle of anger.</p>	
<p>MODULE 5. Lesson 1: Activity 3</p>			
<p>✦</p> <p>Anger Map Exercise</p>	<p>15 min</p>	<p>Purpose:</p> <p>To understand in more detail the cycle of anger.</p> <p>Procedure:</p>	<p>Group Discussion and Individual work</p>

Steps	Duration	Description	Resources, activities & materials
		<p>The facilitator asks the participants to map their personal triggers to anger or conflict, and any impulsive behaviours, using a diagram.</p> <p>MAP OF ANGER HANDOUT 5 (Appendix 5).</p> <p>Pre-Anger Feelings</p> <p>Emotions and physiological sensations that precede anger.</p> <p>Pre-anger emotions are usually painful or tender emotions such as pain, shame/guilt, fear, anxiety, sadness, hurt, hopelessness, loneliness, or feeling misunderstood.</p> <p>Body sensations can include tension in stomach, shoulders or jaw, feeling hot, heaviness, agitation, headache, shakiness, etc. Anger helps to mask these feelings and sensations. It is often a more comfortable emotion to experience.</p> <p>Trigger Thoughts</p> <p>Painful memories and images elicited by the provoking incident. You are likely to interpret the actions of others or circumstances as threatening. Recalling these past failures, and losses can lead to a desire to avoid them through anger. Other characteristics of trigger thoughts are that they tend to be very all-or-nothing and judgmental. Things and people are good/bad, right/wrong.</p> <p>There is one victim (usually you) and someone else is to blame. In addition, broad labels are used for yourself and others: stupid, incompetent, selfish, crazy, lazy, wrong, jerk, etc. You may have a hard time acknowledging what is happening versus what you think is or might happen.</p>	

Steps	Duration	Description	Resources, activities & materials
		<p>Anger Feeling</p> <p>Can be gradual or a sudden surge of feeling. This is survival mode or fight-or flight mode. It includes pounding/rapid heartbeat, blood pumping harder, fast breathing, trembling, clenched face/jaw/shoulders, feeling generally tense or on edge, dizziness, and feeling hot or sweaty.</p> <p>Impulse to Act</p> <p>Very soon after we experience anger, an impulse to act is right on its heels. Often, we forget that the anger feeling and the impulse to act out are two distinct processes. We also often don't realize that the impulse to act is different to acting out. You may feel like there is a point where you go into autopilot and can't control becoming aggressive or passive aggressive. It takes commitment to manage anger.</p> <p>Summary:</p> <p>In this exercise the participants track their own process of anger in more detail.</p>	
MODULE 5. Lesson 1: Activity 4			
<p>✦</p> <p>Tips for Anger Management</p>	<p>25 min</p>	<p>Purpose:</p> <p>To learn to manage the feeling of anger.</p> <p>Procedure:</p> <p>At this point half of the participants will engage with the VR and the other half with this exercise.</p>	

Steps	Duration	Description	Resources, activities & materials
		<p>The facilitator presents the relevant handout in the form of teaching. A class discussion will follow each step on the handout.</p> <p>MANAGE YOUR ANGER HANDOUT 6 (Appendix 6).</p> <p>There are five steps to managing anger:</p> <ol style="list-style-type: none"> 1. Start by acknowledging what you feel. Describe the emotion in words. 2. Notice and monitor the specific body language and behaviour. What’s your facial expression and/or your posture like? What are you saying, and how are you saying it? What, specifically, do you do in response to the emotion? 3. Being Mindful- Give space to your feelings and sensations. Take a break and breathe. Go for a walk. 4. Fully commit to your values, committed actions and prosocial behaviours. Remain connected to your values. As you think about making a commitment, keep in mind why you want to regulate your emotions. What’s happened in the past when you acted impulsively? Were there serious costs to you and/or others? Use the prosocial behaviours to express your anger. 5. Use your listening skills: Appear confident, negotiate with others about the topics/behaviours that made you angry. <p>PLAN OF ANGER MANAGEMENT AT WORK HANDOUT 7 (Appendix 7).</p>	

Steps	Duration	Description	Resources, activities & materials
		<p>The facilitator asks participants to create their own plan to manage their anger at work by using the handout. An example of a personal plan would include the above steps.</p> <p>Example for the facilitator:</p> <p>Emotion: Anger</p> <ul style="list-style-type: none"> ➤ What does my impulse want me to do? To shout. ➤ What is a value I can connect with? ‘Connect with others’ ➤ Commit to the prosocial action: Walk away and take a few breaths. Return to state clearly that you would like to discuss this issue. ➤ Outcome: Hopefully a more effective conversation. <p>Summary:</p> <p>In this section, participants will develop some concrete ideas on how to respond to the feeling of anger by connecting with their values and prosocial goals.</p>	
<p>MODULE 5. Lesson 1: Activity 5</p>			
<p>✦</p> <p>VR Emotion Recognition Exercise</p>	<p>20 min</p>	<p>Purpose: To identify and understand the correct facial expression in the VR.</p> <p>Procedure:</p> <p>General instruction: “Let’s see how quickly you can identify the emotional expression. Different emotional expressions will be presented, and your goal is to find the emotion requested in the instructions.”</p> <p>LEVEL 1</p>	<p>VR experience</p>

Steps	Duration	Description	Resources, activities & materials
		<p data-bbox="411 398 1246 436">Instruction for level 1: <i>“Lets practice, point at the happy face”.</i></p> <div data-bbox="592 465 1038 790">  </div> <p data-bbox="411 898 1235 936">Instruction for level 2: <i>“Let’s begin, point at the fearful face”.</i></p> <div data-bbox="592 965 1038 1626">  </div>	

Steps

Duration

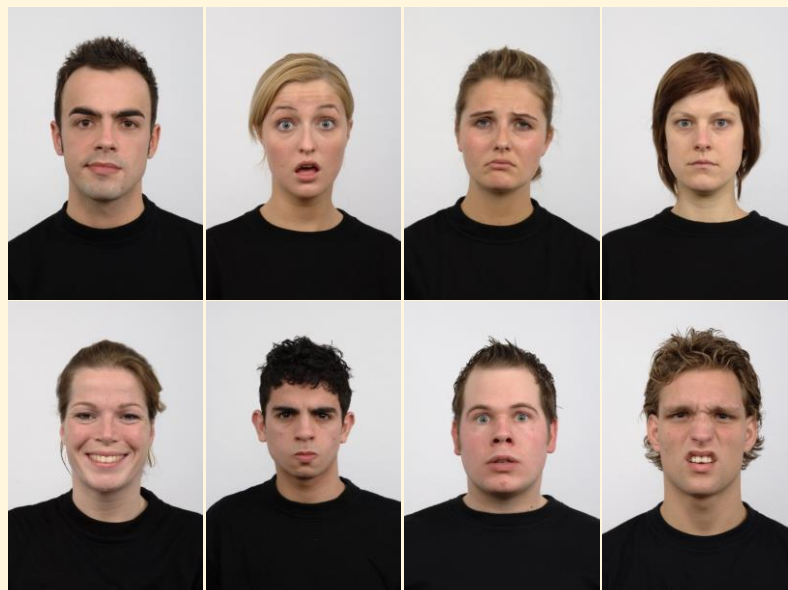
Description


Resources,
activities &
materials

Instruction for level 3: *"Point at the sad face."*



Instruction for level 4: *"Point at the angry face."*



Steps	Duration	Description	Resources, activities & materials
		<p>Instruction for level 5: <i>“Point at the face showing contempt.”</i></p> 	

MODULE 5. Lesson 1: Activity 6

<p>Conclusion / questions</p>	<p>10 min</p>	<p>Purpose: To encourage reflection on what has been significant or personally relevant to anger management in this group session.</p> <p>Procedure: Prompt participants to individually think about the key takeaway messages or moments that stood out to them during the anger management activities. These could include new insights, personal realizations, or strategies learned.</p> <p>Allow each participant the opportunity to share their reflections with the group. Emphasize active listening and encourage a supportive atmosphere for sharing.</p> <p>Summary:</p>	<p>Key points</p>
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Steps	Duration	Description	Resources, activities & materials
		This reflective activity serves as a valuable endpoint for the anger management activities, allowing participants to consolidate their learnings and personalize the information to their own experiences.	

Lesson 2: Conflict Resolution (b)

Lesson title	Conflict Resolution (b)
Objectives	<p>The objectives of Lesson 2 are to:</p> <ul style="list-style-type: none"> • Introduce the term ‘conflict’ in the workplace and the types of conflicts. • Present factors that commonly lead to conflict in relationships. • Focus on healthy and unhealthy patterns during conflict. • Develop effective skills and strategies to manage conflict.
Week	Week 1
Duration	1.5 hours
Key terms	<p>Conflict Resolution</p> <p>Problem-solving skills</p>
Learning outcomes	<p>With the completion of Lesson 2 participants will be able to:</p> <ul style="list-style-type: none"> ✓ Identify factors that lead to conflict in the workplace. ✓ Identify different types of conflict in the workplace. ✓ Recognize and distinguish between healthy and unhealthy patterns during conflict. ✓ Develop effective problem-solving skills to manage conflict. ✓ Apply alternative strategies to develop or maintain effective working relations.
Learning methods	<p>Individual reflection</p> <p>Group activity</p> <p>Group discussion</p> <p>Play roles</p>
Evaluation	Continuous performance evaluation

References

Blackpool Teaching Hospitals (NHS). Conflict Resolution Training Manual. 2004. Retrieved from: <https://www.bfwh.nhs.uk/onehr/wp-content/uploads/2016/02/Conflict-Resolution-workbook-2.pdf>

Glaser, A., & Glaser, S. 2023. Retrieved from: <https://www.mindtools.com/ahcpfn4/conflict-resolution>

Steps	Duration	Description	Resources, activities & materials
Brief settling into the session	5 min	The facilitator will introduce any new members to the group and allow some time for participants to settle in.	Discussion
MODULE 5. Lesson 2: Activity 1			
Brief Check-In and Review of in-between Session Work	10 min	<p>Purpose: To understand the purpose of conflict and how it is different to anger.</p> <p>The facilitator asks participants to call out words that define, or are associated with, conflict. The facilitator writes these words on the board. Words with negative associations should be on one side of the board, and words with positive associations on the other. Participants may not initially recognize many positive aspects of conflict. This activity might be an excellent way to discuss some of the benefits of conflict (it is an opportunity for change, renewal of relationships, personal development, etc.).</p> <p>Then, the facilitator asks participants to discuss the differences between anger and conflict, and physical and non-physical assaults.</p> <p>The facilitator writes down these differences on the board and then asks:</p> <ul style="list-style-type: none"> ➤ What is conflict? ➤ Does conflict always lead to anger? ➤ Does conflict always start with anger? ➤ Do aggressive behaviours lead to positive consequences? 	Discussion and Group Activity

Steps	Duration	Description	Resources, activities & materials
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MODULE 5. Lesson 2: Activity 2

<p>✦ VR or Tips for Anger Management</p>		<p>See notes in the previous session.</p>	
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MODULE 5. Lesson 2: Activity 3

<p>✦ Introduction to different types of conflict in the workplace</p>	<p>15 min</p>	<p>Purpose: To identify different types of conflicts in the workplace.</p> <p>Procedure:</p> <p>Facilitator: ‘Do you know in which situation we may have conflict? Can you describe different types of conflict at the workplace?’</p> <ul style="list-style-type: none"> • Within ourselves (intrapersonal). • Between co-workers, manager/boss, client (interpersonal). • Within groups (intragroup). • Between groups (intergroup). <p>TYPES OF CONFLICT HANDOUT 8 (Appendix 8):</p> <p>The facilitator asks participants to provide examples/ situations of these types of conflict.</p> <p>Give examples: between colleagues, boss, customers etc.</p> <p>The facilitator also asks: “Where do these types of conflict happen?”, so that participants can mention more</p>	<p>Group Discussion, Group activity</p>
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Steps	Duration	Description	Resources, activities & materials
		<p>examples and the facilitator can conclude that conflict may happen anywhere when two or more people want different things or have a different point of view.</p> <p>THE PHASES OF CONFLICT HANDOUT 9 (Appendix 9):</p> <p>The facilitator can explain the phases of beginning and end of conflict. Use Handout 2 which explains each of the six conflict phases.</p> <p>Focus on Conflict Resolution - Term: Conflict resolution can be defined as the informal or formal process that two or more parties/people use to find a peaceful solution to their disagreement.</p> <p>Summary:</p> <p>This section allows participants to recognize the different types of conflict and the stages of conflict. This will allow insight regarding change and management of conflict.</p>	
MODULE 5. Lesson 2: Activity 4			
	10 min	<p>Purpose: The purpose of this activity is to encourage participants to identify and articulate the sequence of events, negative thoughts, and emotional reactions triggered by conflict in the workplace. This exercise aims at enhancing self-awareness and understanding of individual responses to conflict, thereby facilitating effective conflict management and resolution strategies.</p> <p>Procedure: Completion of DISCUSSION ABOUT CONFLICTS HANDOUT 10 (Appendix 10).</p>	

Steps	Duration	Description	Resources, activities & materials
		<p>The facilitator gets the entire group into pairs and prompts each pair to share an example of a trigger event, negative thought, and emotional response related to workplace conflict.</p> <p>For example:</p> <ul style="list-style-type: none"> ➤ They provide an example of a triggering event (e.g., conflict with a co-worker) ➤ They provide an example of a negative thought (e.g., he doesn't respect me) ➤ They provide an example of an emotional response, etc (e.g., shouting to them). <p>When all pairs have provided their example, the facilitator goes through all examples and asks for comments from the group.</p> <p>Summary:</p> <p>In this section participants will elaborate on the process of conflict, and they are encouraged to start thinking about its link to anger.</p>	
MODULE 5. Lesson 2: Activity 5			
<p>✦ Management of Conflict</p>	<p>25 min</p>	<p>Purpose: To acknowledge conflict, develop strategies to manage it effectively, and practise these strategies.</p> <p>TIPS FOR CONFLICT RESOLUTION HANDOUT 11 (Appendix 11).</p> <p>The facilitator will discuss this handout with the participants in a conversational style.</p>	

Steps	Duration	Description	Resources, activities & materials
		<p>Facilitator: When you find yourself in a conflict situation, these are some tips that will help you to resolve disagreements quickly and effectively:</p> <p>1. Raise the Issue Early</p> <p>Keeping quiet only lets resentment fester. Equally, speaking with other people first can fuel rumours and misunderstandings.</p> <p>So, whether you're battling over the thermostat or feeling micromanaged, be direct and talk with the other party. However, if you're afraid of taking that approach or worry that it may worsen the issue, speak with your manager first.</p> <p>Either way, be assertive (not aggressive) and speak openly. This will encourage others to do the same – and you can get to the root cause of a problem before it escalates.</p> <p>2. Manage Your Emotions</p> <p>You can choose when to talk to someone about the issue. If you're angry, you may say something you'll regret and inflame the situation. Be careful to avoid playing the blame game.</p> <p>So, stay calm, collect yourself, and ask, "What do I want to achieve here?", "What are the issues I'm facing?" and "What would I like to see?", "What is the value that I would like to activate?".</p> <p>3. Show Empathy</p>	

Steps	Duration	Description	Resources, activities & materials
		<p>When you talk to someone about a topic of conflict, it's natural to want to state your own case rather than hear out the other's side. But if both do this, the conversation goes in circles.</p> <p>Instead, invite the other party to describe their position, ask how they think they might resolve the issue, and listen with empathy.</p> <p>Putting yourself in the other person's shoes is essential to negotiation. This helps you to build mutual respect and understanding – and to achieve an outcome that satisfies both parties.</p> <p>4. Practice Active Listening</p> <p>To identify the source of conflict, you have to really listen. To listen actively:</p> <p>Paraphrase the other party's points to show you're listening, and you really understand them.</p> <p>Look out for non-verbal signals that contradict what you say, such as a hesitant tone behind positive words. Sensitive bring these out into the open to address them together.</p> <p>Use appropriate body language, such as nodding your head, to show interest and to make it clear that you're following them.</p> <p>5. Acknowledge Criticism</p>	

Steps	Duration	Description	Resources, activities & materials
		<p>Some of the things the other person tells you may be difficult to hear. But remember that criticism or constructive feedback is about job behaviours, not you.</p> <p>So, keep an open mind and use criticism to help you identify areas of improvement, perform better next time, and grow.</p> <p>6. Search and evaluate all possible solutions - Brainstorm a different idea (find the pros and cons of each solution).</p> <p>7. Agree upon, and implement the best course of action, and find a common ground (These actions can follow your values).</p> <p>Apply Conflict Management Skills:</p> <p>The facilitator will ask participants to practice the above five strategies in dyads.</p> <p>In the dyads, participants will work on a chosen example of conflict at work. The facilitator will go by each dyad to make sure they have identified a possible conflict example.</p> <p>List of possible conflicts: time management, expectations of employer, changing shifts, asking to stay late, the way one talks to another at work, needing time off, needing extra payment.</p> <p>Then, using the conflict resolution handout they will try to apply some of the strategies to solve the conflict. The facilitator will ask them to focus on 1-2 strategies of their choice. They will be asked to share their strategies and</p>	

Steps	Duration	Description	Resources, activities & materials
		<p>learning in the group and debrief. Some of the participants, if willing, will be able to demonstrate the conflict managing skills in front of the whole class.</p> <p>Summary:</p> <p>Participants are given the opportunity to consider ways of managing conflict and practice these skills.</p>	
MODULE 5. Lesson 2: Activity 6			
<p>✦</p> <p>Scenario for effective conflict Resolution (alternative activity for those who will not use the VR)</p>	<p>30 min</p>	<p>Purpose: To encourage critical thinking and decision-making skills, while also fostering discussion and reflection on the most appropriate approaches to resolving conflict in a professional setting.</p> <p>Procedure: Completion of SCENARIOS OF CONFLICT RESOLUTION HANDOUT 12 (Appendix 12).</p> <p>The facilitator presents a series of scenarios outlined in the handout, reading them out loud one by one. Participants are then prompted to choose from a list of possible endings, selecting the option that best exemplifies effective conflict resolution in the workplace.</p> <p>Summary: This activity enhances participants' understanding of effective conflict resolution strategies in the workplace.</p>	
MODULE 5. Lesson 2: Activity 7			
<p>Effective and Ineffective Ways to solve</p>	<p>30 min</p>	<p>Purpose: To identify healthy and unhealthy patterns to manage conflict at work through Q & A videos.</p>	

Steps	Duration	Description	Resources, activities & materials
<p>conflict at work using videos in VR</p>		<p>The facilitator asks participants to watch short videos and answer to the questions that follow using the VR. This activity can be applied either in VR or with downloaded videos and discussed in a group.</p> <p>Video 1: Chef Conflict at Workplace (ELC650 - Short video)</p> <p>Link: https://www.youtube.com/watch?v=wosneKbbUoo</p> <p>Q1. How do you think the chef felt during criticism from the owner of the restaurant?</p> <p>A. Calm</p> <p>B. Sad</p> <p>C. Frustrated (correct answer)</p> <p>Q2. What type of communication is shown during the video?</p> <p>A. Effective Communication</p> <p>B. Ineffective Communication (correct answer)</p> <p>C. Calm Conversation</p> <p>Q3. Do you believe the conflict was managed effectively by the manager?</p> <p>A. Yes</p> <p>B. No (correct answer)</p> <p>C. They found a solution by creating a new menu.</p> <p>Video 2: Conflict Example - The Office (TV series)</p> <p>Link: https://www.youtube.com/watch?v=jiP0x_Dgj3I</p>	<p>VR experience with Q&A</p>

Steps	Duration	Description	Resources, activities & materials
		<p>Suggestion to use the following sections only:</p> <p>0:00 – 0:24 First conflict</p> <p>2:45 – 4: 30 Escalation of the fight and resolving.</p> <p>Q1. What was the problematic behaviour of the employee?</p> <p>A. Letting his emotions take over him and speaking aggressively to the manager (correct answer)</p> <p>B. Leaving the conference room without responding to the question of the manager.</p> <p>C. Discussing the incident with a colleague before talking to the manager.</p> <p>Q2. What communication skills were used during the last conversation between the manager and the employee?</p> <p>A. Choosing an appropriate time and place to address the incident.</p> <p>B. Seeking common ground.</p> <p>C. Both were direct, honest and respectful when expressing their concerns.</p> <p>D. All the above (correct answer)</p> <p>Q3. Do you believe that conflict was managed effectively by the manager?</p> <p>A. Yes (correct answer)</p> <p>B. No</p> <p>Video 3: Work Scenarios with Co-workers</p>	

Steps	Duration	Description	Resources, activities & materials
		<p>Link: https://www.youtube.com/watch?v=1kOn8vWA4fU</p> <p>Q1. Which actions represented effective conflict resolution in the video?</p> <p>A. Both of the employees openly share their feelings, and the woman who was late acknowledges her mistake and promises not to be late again (correct answer)</p> <p>B. One employee expressed her concern aggressively to the other.</p> <p>C. The employee who was late for her work gets offensive during the conversation.</p> <p>Video 4: Work Scenarios with Supervisors</p> <p>Link: https://www.youtube.com/watch?v=JgRTEhbiTnM</p> <p>Q1. Which actions represented an effective conflict resolution in the video?</p> <p>A. The manager gives negative feedback to the employee, and the employee starts to get defensive.</p> <p>B. The manager addresses the work delays to the employee with a calm voice and respect; the employee honestly apologizes, explains the reasons for the delays, and develops a solution plan together. (correct answer).</p> <p>C. The employee did not do anything wrong, and the manager was overacting.</p>	

MODULE 5. Lesson 2: Activity 8

Steps	Duration	Description	Resources, activities & materials
Conflict resolution steps	10 min	<p>Purpose:</p> <p>To identify the correct order of steps to effectively solve conflict at work.</p> <p>After the psychoeducation and the videos, the facilitator asks participants to put the conflict resolution steps in the correct order using the VR.</p> <ol style="list-style-type: none"> 1. Become aware that there is a conflict. 2. Gather information about this topic. 3. Understand all perspectives. 4. Have an assertive conversation. 5. Find a common goal (win - win). 6. Come up with practical ideas to solve the problem. 	VR experience - short repetition game
MODULE 5. Lesson 2: Activity 9			
Conclusion / Questions	5 min	<p>Purpose:</p> <p>To reinforce the key points of the lesson and encourage participants to actively engage in discussions by asking questions. Additionally, the activity aims at promoting self-reflection among participants by prompting them to identify strategies or skills they can utilize to effectively manage conflict in the workplace.</p> <p>Procedure:</p> <p>The facilitator emphasizes the key points of the lesson, ensuring that participants have a clear understanding of the concepts discussed.</p>	Key points

Steps	Duration	Description	Resources, activities & materials
		<p>The facilitator encourages participants to ask questions, fostering an interactive learning environment and addressing any uncertainties or concerns.</p> <p>Each participant is invited to mention a strategy or skill that they believe will help them manage conflict at work. This encourages self-reflection and provides an opportunity for participants to share insights and learn from each other.</p> <p>Summary:</p> <p>Through this activity, participants have the opportunity to reinforce their understanding of conflict management concepts, actively engage in discussions, and identify practical strategies for navigating work-related conflict.</p>	

APPENTICES

Appendix 1

HANDOUT 1: DEFINITION OF ANGER

We feel angry when:

- ✓ We are hurt.
- ✓ Our rights/boundaries are violated.
- ✓ We perceive something as a threat.
- ✓ Our needs/desires are not met.
- ✓ Things go wrong.
- ✓ We try to satisfy someone but we can't.
- ✓ We have negative emotional or physical experiences.
- ✓ It is a part of human experience.
- ✓ It is a primary emotion.
- ✓ It ranges from mild to intense levels of anger.
- ✓ We cannot prevent it, but we can control it!

Appendix 2

HANDOUT 2: COMPONENTS OF ANGER



Physical Symptoms (What we feel)	Cognitive Symptoms (What we think)	Behavioral Symptoms (How we express anger)
Physiological and physical changes (e.g. heart races), muscle tension	Perception of unfairness (e.g. being mistreated, being prevented)	Facial Expressions (e.g. face frowns, red face)
Increased strength and energy levels	Perception of threat (e.g. everyone wants to hurt me)	Body language
Body temperature changes (i.e., sweating or shivering).	Cognitive errors (e.g. My boss <u>always</u> underestimate me)	Verbally (e.g. shouting)

Appendix 3

HANDOUT 3: EMOTIONS THAT ARE HIDDEN

Anger Iceberg

Icebergs are large pieces of ice found floating in the open ocean. What you can see from the surface can be misleading. Most of the iceberg is hidden below the water.

This is how anger works. Often when we are angry, there are other emotions hidden under the surface.

Angry

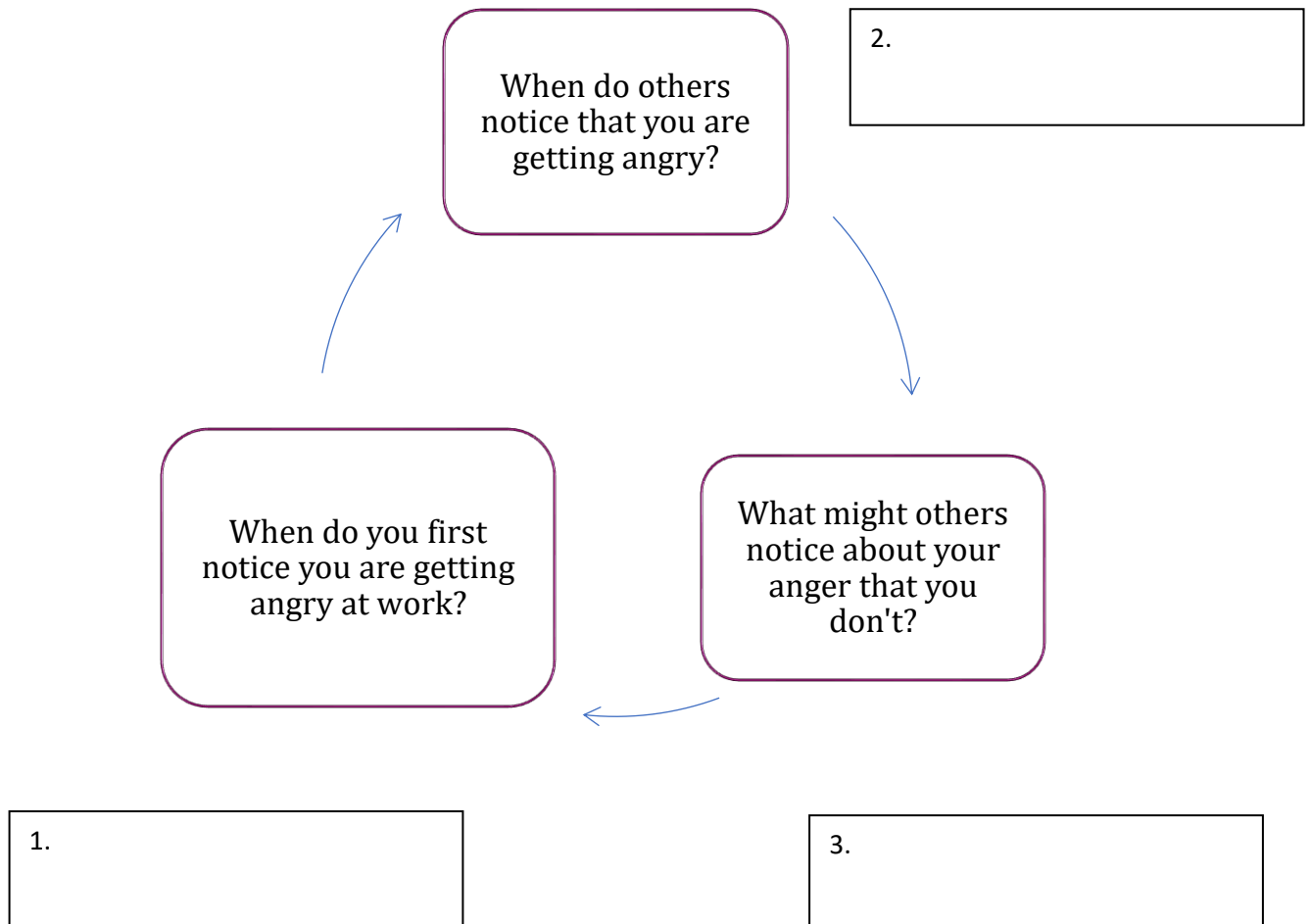
embarrassed, scared, grief, shame, tricked, overwhelmed, frustrated, depressed, disgusted, distrustful, grumpy, stressed, attacked, rejected, helpless, guilt, trapped, nervous, anxious, trauma, annoyed, exhausted, disrespected, unsure, envious, disappointed, lonely, offended, uncomfortable, worried, insecure, regret, hurt

The Gottman Institute

The diagram illustrates the concept of an 'Anger Iceberg'. The visible tip above the water is labeled 'Angry'. The submerged part of the iceberg is filled with various other emotions, including embarrassed, scared, grief, shame, tricked, overwhelmed, frustrated, depressed, disgusted, distrustful, grumpy, stressed, attacked, rejected, helpless, guilt, trapped, nervous, anxious, trauma, annoyed, exhausted, disrespected, unsure, envious, disappointed, lonely, offended, uncomfortable, worried, insecure, regret, and hurt. A red circle highlights the word 'grief' in the submerged section. Two red lines with arrows point from the explanatory text to the visible tip and the submerged section of the iceberg.

Appendix 4

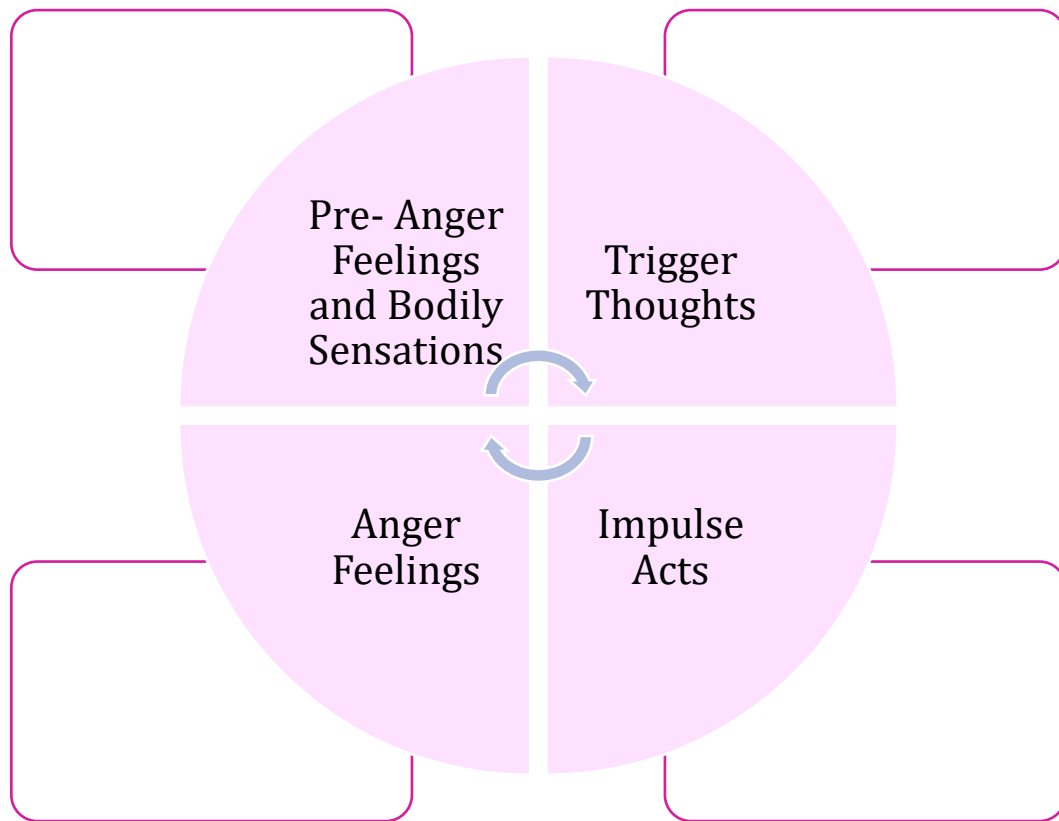
HANDOUT 4: CIRCLE OF ANGER AT WORK



Appendix 5

HANDOUT 5: MAP OF ANGER

Map of Anger: Pre-Anger Feelings, Trigger Thoughts, Anger Feelings, Impulse Acts



Appendix 6

HANDOUT 6: MANAGE YOUR ANGER

There are five steps to managing anger:

1. Start by acknowledging what you feel. Describe the emotion in words.
2. Notice and monitor the specific body language and behavior. What's your facial expression, your posture? What are you saying, and how are you saying it? What, specifically, do you do in response to the emotion?
3. Being Mindful- Give space to your feelings and sensations. Take a break and breathe. Go for a walk.
4. Fully commit to your values, committed actions and prosocial behaviors. Remain connected to your values. As you think about making a commitment, keep in mind the reason why you want to regulate your emotions. What's happened in the past when you acted impulsively? Were there serious costs to you, to others? Use the prosocial behaviours to express your anger in a healthy way.
5. Use your listening skills: Appear confident, negotiate with others about the topics/behaviors that make you angry.

Appendix 7

HANDOUT 7: PLAN OF ANGER MANAGEMENT AT WORK

Instructions: Fill the table below with your impulse, values, and prosocial actions at work.

Emotion	What does my impulse want me to do?	What is the value it can connect with? (Select from the list)	Commit to the prosocial action	Outcome
Anger		Trust Loyalty Security Friendship Communication Commitment Safety Respect Connect with others Help Fairness		

Appendix 8

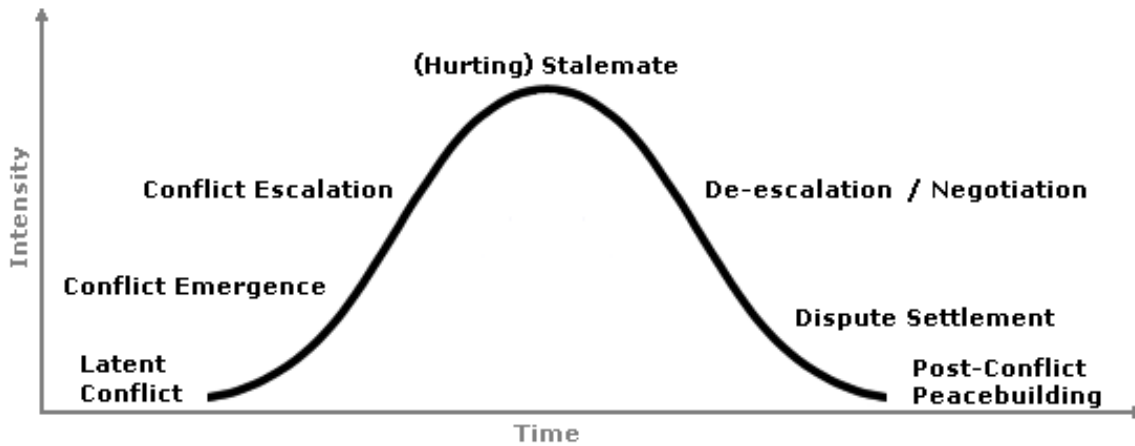
HANDOUT 8: TYPES OF CONFLICT

Personality conflict or disagreements between individuals; these clashes are driven and perpetuated by emotions such as anger, stress, and frustration.

Substantive conflict is more related to work issues; assigned tasks, responsibilities at work etc.

Appendix 9

HANDOUT 9: THE PHASES OF CONFLICT



1. Conflict is when there is incompatibility of goals between two or more people, which could lead to open conflict. There may be tension in the relationship and/or a desire to avoid contact with each other at this stage.
2. Conflict; a period after conflict where the underlying frustrations are strong enough, a "triggering event" marks the emergence.
3. Escalation refers to an increase in the intensity of conflict and in the severity of the tactics used in causing it. It is driven by changes within each of the people and new patterns of interaction between them.
4. Negotiation; a situation in which neither side can win, yet maintaining the conflict will be very harmful to both parties.
5. De-escalation, when appropriate, may lead to a more successful resolution of the issues. Generally, de-escalation involves expressing genuine interest in what the other person communicates by using respectful and clear language while engaging in meaningful discourse.
6. Resolution or Settlement is the process of resolving disputes between two people.
7. Post-Conflict-Peacebuilding; The conflict resolution.

Appendix 10

HANDOUT 10: DISCUSSION ON CONFLICT

Instructions: In pairs, discuss your experience of a conflicting situation at work between you and someone else.

Describe the conflicting situation at work:

Identify the negative thoughts:

Identify the emotional and behavioural responses:

Appendix 11

HANDOUT 11: TIPS FOR CONFLICT RESOLUTION

Tips for Conflict Resolution
➤ Acknowledge the conflict (raise the disagreement/ argument/criticism).
➤ Manage your emotions.
➤ Define the problem and collect information on the conflict.
➤ Understand each other's position (show empathy).
➤ Apply Active Listening (e.g. Paraphrasing, appropriate body language, etc)
➤ Acknowledge Criticism
➤ Search and evaluate all possible solutions (find the pros and cons).
➤ Agree upon and implement the best course of action.

Appendix 12

HANDOUT 12: SCENARIOS OF CONFLICT RESOLUTION

Instruction: Carefully read each scenario and select the ending that mostly describes effective conflict resolution at work.

Scenario 1:

Last night you had a terrible night and you arrived 20 **minutes** late at work.

Your boss made a complaint about this delay and asked you politely to not repeat this behaviour.

Select your response to respond to the conflict:

1. You ignored him and you did not pay attention to his complaints.
2. You under-estimated the importance of your delay.
3. You started to yell at him.
4. You apologized, tried to explain what happened and made a commitment to try to be on time.

Scenario 2:

Your colleague identified some mistakes at your job. He came to you to politely address these mistakes to better your performance.

Select your response to manage the conflict:

1. You attacked him/her verbally.
2. You did not pay attention to his/her feedback.
3. You appreciated his/her evaluation and intention and asked for help to correct the mistakes.
4. You felt threatened by his/her evaluation and started to shout.

Scenario 3:

You had a disagreement with a customer on how you re-constructed his kitchen. He spoke to you very aggressively and under-estimated your abilities to do the work.

Select your response to manage the conflict:

1. You left the conversation, without telling him anything and you didn't go back to the job the next day.
2. You tried to remain calm and explain the reasons why you have selected that specific method to rebuild his kitchen. You used some technical terms, to prove him that you know your work.
3. You started a fight with him.
4. You spoke to him aggressively, making very negative comments at him.