

# Anger Management

It's All About You



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OTED785  
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## DEFINITION AND PHILOSOPHY OF ANGER MANAGEMENT

Anger Management may be defined as the strategies and techniques individuals can use to control their responses to anger-provoking situations. This curriculum is geared specifically for today's employee who is experiencing rapid change in the workplace, while trying to balance personal responsibilities and maintain quality of life. Though a common human emotion, few of us have been trained nor skilled at reacting to anger with complete effectiveness (Foster). The ultimate goal of this curriculum is to develop a meaningful understanding of anger and healthy ways to manage and express it so that the employee will be able to use it as a valuable tool for positive change.

## RATIONALE FOR ANGER MANAGEMENT

Anger can be deadly, according to Redford Williams who has spent two and a half decades studying the impact of the mind and emotions on health. A study done of more than 1,000 workers at a Western Electric Factory in Chicago over a twenty-five year period showed employees with high hostility scores were at a greater risk of dying from heart disease and cancer (Foster). Not only do you risk physical health problems as a result of mishandled anger, but it can also lead to poor decision-making, problems with relationships, low self-esteem, depression, alcohol or drug addictions, and problems at work (Bete).

The newspapers are covered with stories of disgruntled employees, taking out their frustration and anger at work, often ending in deadly results.

- An employee in Chicago angry over a suspension, fires a gun at his manager, misses but kills someone who tries to intercede.
- Several injured during a brawl among employees after a California shipyard announces its impending closure.
- A postal employee in Dearborn, Michigan upset over losing a promotion kills supervisor, the person promoted – and himself.
- An unemployed teacher kills a superintendent of schools in Florida.
- A man angry over a legal dispute kills eight and wounds six at a law firm in San Francisco.
- Four teenage yogurt shop workers killed in Texas.
- Husband stabs wife in employer's parking lot.

According to the Bureau of Labor Statistics, homicide has become the number two cause of death in the workplace, number one for women. Studies indicate one out of every four employees was attacked, threatened or harassed at work during the reported year (Coastal).

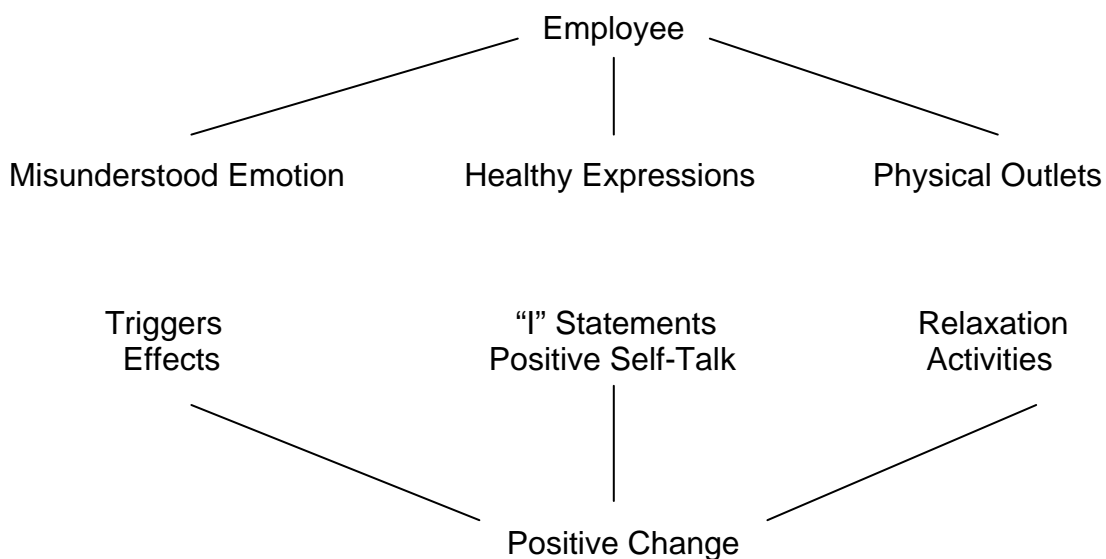
“Violence and destructive anger has reached an epidemic level in our culture and negatively impacts us in each arena and major tasks of life: social, love, spiritual, and work” (Ingram). Anger and violence in the workplace is a major problem. As a result of uncontrolled anger and rage, thousands of employees are killing or injuring each other while thousands of innocent coworkers, who just happen to be at the wrong place at the wrong time, are also being hurt or killed in the process (Ingram). The workforce has become a danger zone, and you can lose your life or be injured if you do not know how to effectively manage your anger or that of your coworkers.

When properly channeled, anger provides energy and a stimulus to reach goals, solve problems, improve communications and relationships, handle emergencies, and make changes for the good. Great world, national, and local movements and causes have been created as a result of a person’s pain and anger. Such an example is that of a grieving mother whose teenage son was killed by a drunk driver; she established MADD (Mother’s Against Drunk Driving) (Paquette). This curriculum has been designed to teach others about anger management. By learning to recognize and express anger appropriately, you can use your anger at home and at the workplace to enact positive change and make a difference.

### CONTENT SOURCE FOR ANGER MANAGEMENT

The field of mental and physical health serves as the common body of knowledge for deriving instructional content for this curriculum. To address the aims and goals of this curriculum, the mental and physical health field is sub-divided into three components: The Misunderstood Emotion, Healthy Expressions, and Physical Outlets.

### CONTENT STRUCTURE FOR ANGER MANAGEMENT



## PROGRAM AIMS FOR ANGER MANAGEMENT

It is the intent of this curriculum to design an adult education program, which accommodates the needs, interests, and learning styles of today's diverse workforce. The aim of this curriculum is to provide employees with the information and skills necessary to manage and express anger effectively to help lead to positive change for the good of themselves and those around them.

## PROGRAM GOALS FOR ANGER MANAGEMENT

An anger management program will provide experiences in which employees will:

1. Learn individual anger triggers and warning signs.
2. Discover the positive power of anger and how it can work for the individual.
3. Use constructive ways to express anger with others.
4. Determine individual physical activities one can use to positively "let go" of anger.
5. Devise an anger management plan for overall well-being of oneself and to enhance quality of life at work and at home.
6. Use anger as a tool for valuable change in society.

## REFERENCES FOR ANGER MANAGEMENT FOUNDATIONS

Bete, Channing L., Co., Inc., Managing Anger Self-Care Handbook, 1998.

Coastal Training Technologies Corp., Workplace Violence: Awareness, Prevention and Response, 1998.

Foster, Sharon, Handling Your Anger Before It Handles You, American Counseling Association, 1996, online:  
<http://www.counseling.org/ctonline/archives/anger.htm>.

Ingram, Leonard, Managing and Coping with Anger in the Workplace and various articles, online: <http://www.angermgmt.com>.

Paquette, Mary, Managing Anger Effectively and various articles, Nurse Week, online: <http://www.nurseweek.com>.

## SCOPE AND SEQUENCE FOR ANGER MANAGEMENT

4 hours – Misunderstood Emotion

- Anger Triggers and Warning Signs
- A Natural Emotion
- The Effects of Anger

8 hours – Healthy Expressions

- It's Your Choice
- Take Responsibility through "I" Statements
- Practice Your Positive Self-Talk

4 hours – Physical Outlets

- Take Control
- Relaxation Techniques to Stay Calm
- Let Go through Activities

### MISUNDERSTOOD EMOTION

Four Hours

#### GOAL FOR UNIT:

Recognize anger is a natural human emotion, which can have both negative and positive effects on quality of life.

#### RATIONALE FOR UNIT:

On any given day, the news is filled with stories of violence and destructive anger. "One out of five Americans has an anger management problem. Mismanaged anger and rage is the major cause of conflict in our personal and professional relationships" (Ingram). Yet, great social movements have come about as a result of anger. Anger is an integral part of being human. By understanding and managing anger, you have the power to use your anger as a tool for good.

#### OBJECTIVES FOR UNIT:

1. Discover your anger "triggers."
2. Determine your body's anger "warning signs."
3. Recognize anger is a fact of life.
4. Differentiate between what is a feeling and what is a behavior.
5. Compare positive and negative effects of anger.

### POSSIBLE ACTIVITIES FOR UNIT:

1. Keep an Anger Journal, one to two weeks prior to program, and bring with you to discuss patterns and outcomes, Bete, pages 14-15.
2. Compose a list and discuss things you sometimes do when you are angry which tends to make matters worse.
3. Discuss Paquette's case of "A Man Sitting on Your Car Hood" and "The Thought-Emotion Link."
4. Complete and discuss Bete's checklist: "Is Your Anger Hurting You," pages 10-11.
5. Play Jones' "The Unfair Game."
6. View and discuss Bissell video: Managing Anger.
7. Informal brainstorming discussion and list on chart people who have used their anger for a good cause.
8. Read and discuss the suggested references related to Anger Management.

### NOTES FOR UNIT:

### REFERENCES FOR UNIT:

About Network - The Human Internet, (various articles), online:  
<http://www.panicdisorder.about.com>.

APA Online, American Psychological Association, Controlling Anger—Before It Controls You and various articles, 1997, online: <http://www.helping.apa.org>.

Bete, Channing L., Co., Inc., Managing Anger Self-Care Handbook, 1998.

Bissell, Ben, Managing Anger, W.R. Shirah and Co., 1999.

Ingram, Leonard, Managing and Coping with Anger in the Workplace and various articles, online: <http://www.angermgmt.com>.

Jones, Alanna, 104 Activities That Build: Self-Esteem, Teamwork, Communication, Anger Management, Self Discovery, and Coping Skills, online: <http://www.gamesforgroups.com>.

Namka, Lynne, Who Is the Only Person in the World Who Can Make You Angry and various articles, online: <http://members.aol.com/AngriesOut>.

Paquette, Mary, Managing Anger Effectively and various articles, Nurse Week, online: <http://www.nurseweek.com>.

"Remember, it is human to have anger. It is what you do with it that counts."  
Lynne Namka

## HEALTHY EXPRESSIONS Eight Hours

### GOAL FOR UNIT:

Discover the importance of using healthy expressions of anger on overall productive interactions at work and home.

### RATIONALE FOR UNIT:

One's reactions to anger can be compared to a runaway train on a collision course. "A little anger can motivate us to take action in positive ways." A lot of anger can drive away those we care about and cause work and health-related problems (McKenzie). "Poorly managed anger is at the root of many serious physical, social, and emotional problems, from heart disease to neighborhood violence," states Suzanne Stutman, president of the Institute for Mental Health Initiatives. By teaching constructive anger management skills, we can empower people with the skills to understand theirs and others feelings to resolve conflict in a non-violent way (Foster). Expressing anger constructively can be a valuable tool for effective communication to enhance relationships.

### OBJECTIVES FOR UNIT:

1. Realize it is your choice how you respond and control your anger.
2. Practice taking responsibility for your feelings through effective "I" problem-solving statements.
3. Select positive messages in place of negative ones in dealing with others and angry situations.

### POSSIBLE ACTIVITIES FOR UNIT:

1. Informal brainstorming discussion to determine ways you can get your anger under control.
2. Complete and discuss the "Major Events" inventory (pages 98-99) by Holmes/Rahe and the "Minor Events" inventory (pages 101-102) by Brantley.
3. Play Jones' "Anger Choice" game.
4. Role-play scenarios using "I" statements exercise (page 21) by Bete.
5. Role-play scenarios using "positive self-talk" exercise (page 23) by Bete.
6. Write a Letter to the Editor about an issue, which makes you angry.
7. View Kramer video: Guess Who's Coming to Dinner.
8. Role-play scenario "You Can't Make Me!" by the Stress Doc.
9. Using video taping equipment, simulate and record anger scenarios using "RETHINK" (Foster) management skills.
10. Read and discuss the suggested references related to Anger Management.
11. Talk with a family member, friend, or mental health professional about your anger and how it affects you.

### NOTES FOR UNIT:

REFERENCES FOR UNIT:

Bete, Channing L., Co., Inc., Managing Anger Self-Care Handbook, 1998.

Foster, Sharon, Handling Your Anger Before It Handles You, American Counseling Association, 1996, online:  
<http://www.counseling.org/ctonline/archives/anger.htm>.

Gentry, W. Doyle, Ph.D., Anger-Free: Ten Basic Steps to Managing Your Anger, New York, 1999.

Jones, Alanna, The wRECKing Yard of Games and Activities, online:  
<http://www.gamesforgroups.com>.

Kramer, Stanley, Guess Who's Coming to Dinner, Columbia Pictures, 1967.  
(poignant story of a man's struggle to find empathy due to anger and racial intolerance)

McKenzie, Constance, M.Ed., Anger: What Is It? And Why – plus Self Test, 1998, online: <http://www.shpm.com/articles/growth/anger.html>.

The Stress Doc, Transform Anger, online:  
[http://www.stressdoc.com/transformin\\_aggression.htm](http://www.stressdoc.com/transformin_aggression.htm).

“If you want to make the world a better place, take a look at yourself and make a change...” Michael Jackson



## PHYSICAL OUTLETS Four Hours

### GOAL FOR UNIT:

Develop an appreciation of the value of integrating physical outlets in your lifestyle to manage anger and improve health.

### RATIONALE FOR UNIT:

Most of us do not enjoy feeling angry. You experience physiological and biological changes; your heart rate and blood pressure increase, as does adrenaline, noradrenaline, and energy hormones (APA). We feel uncomfortable and can feel worse if we lash out and hurt others or they return the anger. "Anger can have unpleasant repercussions and destructive consequences for everyone concerned" (Schilling).

Anger is a state of high-arousal; thus, it is important you stay in control and "let it out" in a productive manner. "One of the most helpful things you can do is engage in an activity that lowers blood pressure and heart rate" (Schilling). Relaxation techniques, such as counting slowly, stretching, deep-breathing exercises, guided imagery, or meditation can help you reduce stress and stay calm (Bete). Another great outlet for anger is physical activity. Just about any activity – walking, dancing, laughing, gardening, woodworking, even household chores, can be an effective method to "let go" of your anger and improve health through regular activity (Bete).

### OBJECTIVES FOR UNIT:

1. Use physical activities as a healthy way to get a handle on anger.
2. Use relaxation techniques, you can reduce stress and stay calm.
3. Make time for yourself through physical outlets.

### POSSIBLE ACTIVITIES FOR UNIT:

1. Read Gentry's "The Three R's" and complete exercises (pages 106-108), one to two weeks prior to the program, and bring with you to discuss.
2. Informal brainstorming discussion of activities you do to manage your stress and anger.
3. Read Bete's "Learning to Relax Can Help You Stay in Control," pages 26-27.
4. Practice guided imagery exercises.
5. Go outdoors and walk around the building as a class.
6. View LaRoche Video: [Laughing at Stress](#).
7. Make a "Joy List" – 20 simple things you can do for yourself, and challenge yourself to do five every day. (Make yourself a priority in your life)
8. Develop an "Anger Management Plan," Bete, pages 30-31.
9. Read and discuss the suggested references related to Anger Management.
10. Consult with your health-care provider before starting an exercise program.

NOTES FOR UNIT:

REFERENCES FOR UNIT:

APA Online, American Psychological Association, Controlling Anger—Before It Controls You and various articles, 1997, online: <http://www.helping.apa.org>.

Bete, Channing L., Co., Inc., Managing Anger Self-Care Handbook, 1998.

Gentry, W. Doyle, Ph.D., Anger-Free: Ten Basic Steps to Managing Your Anger, New York, 1999.

LaRoche, Loretta, Laughing at Stress: Managing Stress Through Humor and Choice, The Humor Potential, Inc., 1997.

Schilling, Dianne, Coping with Anger: Reappraise, Respond, Relinquish, Relax, online: <http://www.womensmedia.com/seminar-anger.html>.

Abraham Lincoln to a large lady visitor who accidentally sat on and crushed his favorite top hat: “If you’d just asked me lady, I could have told you it wouldn’t fit.”

## LEARNER EVALUATION FOR ANGER MANAGEMENT

### POSSIBLE EVALUATION OPTIONS:

1. Discussion Questions and Answers
  - How can you use your anger with resulting positive effects?
  - Describe how you will apply the RETHINK anger management skill to handle a current work or home situation?
  - What are two physical outlets you are going to commit to making a regular part of your every day life?
2. Develop an Anger Management Plan and share with your supervisor and family.
3. Role-play a relevant situation, using healthy expressions and physical outlets.
4. As a group, create a representation of the anger management skills provided in this program, demonstrating how you can support the agency Values and make it a “great place to work” via one of the following activities:
  - Rap song
  - Poem
  - Human sculpture
  - Wall chart picture or diagram
  - Drama skit

Live in the moment...  
“Yesterday’s history,  
tomorrow’s a mystery,  
today is a gift,  
that’s why they call it the present.”  
from LaRoche video

## DOCUMENT VALIDATION FOR ANGER MANAGEMENT

This curriculum in anger management should be evaluated by several business and industry professionals who can each offer a very unique agency perspective, in order to achieve validation. A cover letter and survey should be enclosed with the curriculum.

Kristi Davis, Fitness for Duty Coordinator  
Office of Employee Safety and Health  
Virginia Department of Transportation  
Richmond, Virginia

Barbara-Anne Clayton, District Training Coordinator  
Training and Development  
Virginia Department of Transportation  
Lynchburg, Virginia

Robert Moore, Resident Engineer  
Warrenton Residency  
Virginia Department of Transportation  
Warrenton, Virginia

Tammy Prailey  
Training and Development  
Virginia Department of Transportation  
Culpeper, Virginia

Ms. Kristi Davis  
Office of Employee Safety and Health  
Virginia Department of Transportation  
Richmond, Virginia

Dear Ms. Davis:

I am pleased to enclose a curriculum program I have developed in anger management with the intent to train employees within the agency. A survey is included for your convenience in evaluating the program with respect to content and cohesiveness.

I appreciate your taking time to complete the survey and providing your invaluable comments, which will enhance the program and benefit the many employees who will be served through this program.

Thank you in advance for your willingness to share your expertise.

Sincerely,

## DOCUMENT VALIDATION SURVEY FOR ANGER MANAGEMENT

Please answer the following questions and provide specific comments you feel will strengthen the program:

- Does the definition of anger management encompass the knowledge and content for this curriculum?  
 Yes       No      Your Comments:
  
- Are the various aspects of knowledge, society, learning theories, and individual needs evident in the curriculum rationale and provide a strong case for offering this program?  
 Yes       No      Your Comments:
  
- Is the content source complete with accurate and necessary information affording a solid knowledge base for the learner?  
 Yes       No      Your Comments:
  
- Is the content structure logically arranged and of sufficient breadth and depth?  
 Yes       No      Your Comments:
  
- Are the program aims and goals clearly defined, reflecting the desired outcome and direction of the curriculum?  
 Yes       No      Your Comments:
  
- Do the unit objectives support the goals of the curriculum?  
 Yes       No      Your Comments:
  
- Are the learning activities interesting and meaningful, providing the learner with sufficient content application?  
 Yes       No      Your Comments:
  
- Does the student evaluation effectively measure the learning objectives of the curriculum?  
 Yes       No      Your Comments: