



SUBJECT DATASHEET

Conflict management and stress management techniques

BMEGT51S609

I. SUBJECT DESCRIPTION

1. SUBJECT DATA

Subject name

Conflict management and stress management techniques

ID (subject code)

BMEGT51S609

Type of subject

contact lessons

Course types and lessons

<i>Type</i>	<i>Lessons</i>
Lecture	0
Practice	5
Laboratory	0

Type of assessment

mid-term
grade

Number of credits

3

Subject Coordinator

<i>Name</i>	<i>Position</i>	<i>Contact details</i>
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Educational organisational unit for the subject

Department of Technical Education

Subject website

<https://edu.gtk.bme.hu/>

Language of the subject

magyar - HU

Curricular role of the subject, recommended number of terms

Direct prerequisites

<i>Strong</i>	None
<i>Weak</i>	None
<i>Parallel</i>	None
<i>Exclusion</i>	None

Validity of the Subject Description

Approved by the Faculty Board of Faculty of Economic and Social Sciences, Decree No: 580884/8/2023 registration number. Valid from: 29.11.2023.

2. OBJECTIVES AND LEARNING OUTCOMES

Objectives

The objective of the training is to support the development of conflict resolution skills, methods and tools for effective conflict management in the workplace by experiencing, gaining and processing personal experience. Through the knowledge and practice imparted, to develop an approach, to offer alternatives for resolution, among which everyone must find their own way, make their own choices and apply them independently. Learn methods that help to live and apply mindful presence on a daily basis, which help to prevent burnout, make work more efficient and help to maintain physical and mental health. The student will be able to identify the stress factors affecting him/her and thus become aware of their impact on him/her (on his/her work and mental and physical health) and learn to manage them effectively, possibly reducing sources of stress.

Academic results

Knowledge

1. Know the causes, sources and mechanisms of conflicts in the workplace
2. Know the functions of conflict
3. Knows the ways of resolving conflicts
4. Knowledge of the conflict resolution process
5. knows the concept of stress, the different types of stress, the phenomenon of burn-out, its symptoms, the process, its recognition, prevention and management
6. Knows the sources and consequences of negative stress, is aware of his/her own stressors
7. Learn how to react positively to a negative event
8. Learns how to react in a stressful situation
9. Learn to recognise and control negative interference

Skills

1. Ability to recognise forms of conflict
2. Ability to identify the actors in conflicts
3. Ability to find appropriate ways of resolving conflicts
4. Ability to manage emotions during conflicts
5. Ability to apply appropriate methods in conflict situations in order to maintain a good working atmosphere and to improve the quality of the organisation's operations
6. Ability to learn from conflict in order not to make the same mistake more than once
7. Be able to prevent conflict situations in the event of disagreements with colleagues or with a potentially problematic partner
8. Be able to concentrate on the present and use stress as a positive driving force in their work
9. Be able to cope more effectively with future acute or chronic distress
10. Be able to consciously apply and develop stress management and recreational techniques
11. To be able to lead a life based on self-awareness and to cope with stress, to consciously assess and exploit the capacity of internal resources
12. Be able to apply concrete and effective stress management techniques applicable in everyday life
13. Be able to achieve an optimal work-life balance for themselves and their environment
14. Be able to de-stress interpersonal relationships with colleagues and partners

Attitude

1. Seeks cooperation with colleagues through assertive communication
2. Is decisive, constructive, cooperative and proactive in managing, directing and working in a team, both as a manager and as an executive
3. Open and receptive to new constructive organisational solutions
4. Has a growing self-awareness and is able to deal effectively with emotional resonances that often hinder work

Independence and responsibility

1. Thinks through tasks and problems independently and solves them within the given range of possibilities
2. Is open to well-founded critical comments
3. Mobilises his/her theoretical and practical knowledge and skills in teamwork in an autonomous manner, in cooperation with (or sometimes under the guidance of) other team members, in order to achieve the objective
4. Separates work and private life

Teaching methodology

Small, interactive introductory lecture, experiential individual and group exercises, written and oral communication, use of IT tools and techniques, optional individual and group exercises, processing, tests, structured exercises, socio- and psychodramatic exercises

Materials supporting learning

- Oktató által készített prezentáció
- Bangó, J. (2009. szeptember). A konfliktus szemantikájának áttekintése, globális konfliktusok és a pedagógia. Valóság, LII. 9., 14-26.
- Bodnár, É., & Pfister, É. (2002). Az iskolai konfliktusmegoldás a szervezeti kultúra tükrében. In Életvilágok találkozása - Az iskola külső és belső világának interdiszciplináris vizsgálata (old.: 58-73). Budapest: Aula.
- Bíró, K. (2008.). Agresszió az iskolában - és a jog? Budapest: Jogismeret Alapítvány

- Szekszárdi, J. (2004). A konfliktusok pedagógiája. In A. Dombi, J. Oláh, & I. Varga, A neveléstudomány alapkérdései, Bevezetés a konfliktus rendszerszemléletébe és a konfliktusmegoldásba
- Simon, Fritz B. (2019). Bevezetés a konfliktus rendszerszemléletébe és a konfliktusmegoldásba. Dynamics Consulting.
- Mészáros, Aranka (2007). Kommunikáció és konfliktusok kezelése a munkahelyen. ELTE Eötvös Kiadó
- Allen, David (2015): hatékonyságnövelés stresszmentesen – GTD. HVG Könyvek.
- Simmonds, Mark (2023): Siker és szorongás - A munkahelyi stressz minimalizálása a gyakorlatban. Partvonal Kiadó
- Bagdy, Emőke (2014): Relaxáció, megnyugvás, belső béke. Kulcslyuk Kiadó

II. SUBJECT REQUIREMENTS

TESTING AND ASSESSMENT OF LEARNING PERFORMANCE

General Rules

A 2.2 pontban megfogalmazott tanulási eredmények értékelése a kontaktórákat követő központi teszt kitöltésével.

Performance assessment methods

Szorgalmi időszakban végzett teljesítményértékelés részletes leírása: • a kontaktórákon való 100/-os részvétel, • aktív közreműködés a csoportfeladatok megoldásában, • a tantárgyi tudás, képesség, attitűd, valamint az önállóság és felelősség típusú kompetenciaelemek értékelése. Vizsgaidőszakban végzett teljesítményértékelés részletes leírása: vizsga (központi teszt feladatsor)

Percentage of performance assessments, conducted during the study period, within the rating

- tréningen nyújtott teljesítmény: 30
- központi teszt: 70

Percentage of exam elements within the rating

- központi teszt: 70

Conditions for obtaining a signature, validity of the signature

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Issuing grades

Excellent	95
Very good	88-94
Good	75-87
Satisfactory	62-74
Pass	50-61
Fail	0-50

Retake and late completion

3-5 oldal terjedelmű esettanulmány elkészítésével és a központi teszt kitöltésével a mindenkori Tanulmányi és Vizsgaszabályzat előírásai szerint, a Térítési és Juttatási Szabályzatban előírt díjak megfizetése mellett pótolható.

Coursework required for the completion of the subject

felkészülés a kontaktórákra	30
kontaktórán való részvétel	5
vizsgára való felkészülés	30
gyakorló teszt kitöltése	15
központi teszt kitöltése	1
egyéb felkészülés	9
Összesen:	90

Approval and validity of subject requirements

Consulted with the Faculty Student Representative Committee, approved by the Vice Dean for Education, valid from: 06.11.2023.

III. COURSE CURRICULUM

THEMATIC UNITS AND FURTHER DETAILS

Topics covered during the term

A 2.2 pontban megfogalmazott tanulási eredmények eléréséhez a tantárgy a felsorolt tematikai blokkokból áll. Az egyes félévben meghirdetett kurzusok sillabuszaiban e témaelemeket ütemezzük a naptári és egyéb adottságok szerint.

- 1 - Why is it important to learn conflict management at work?
- 2 - Types of conflict at work, the Conflict Six Model
- 3 - Types and classification of conflicts
- 4 - Power and dependency conflicts
- 5 - Negotiation conflicts - business environment
- 6 - Socioemotional conflicts
- 7 - Conflict management strategies
- 8 - Understanding problem, conflict and task in the world of work
- 9 - Positive and negative effects of workplace conflicts
- 10 - Conflict and stress
- 11 - Conflict management strategies. In which situation, which method is more effective?
- 12 - What is my conflict management style?
- 13 - The course of conflicts, main mechanisms
- 14 - Win-win, win-lose and lose-lose resolution strategies, creating win-win situations
- 15 - Interest-based conflict management and positional bargaining
- 16 - Assertiveness, the use of effective assertiveness techniques in conflict situations
- 17 - Developing an individual development plan based on your strengths and weaknesses
- 18 - Kilmann test
- 19 - Concept, development, functioning and recognition of stress
- 20 - Identifying workplace problems as stressors and their symptoms
- 21 - Understanding the relationship between our own workplace, our job and stress
- 22 - Managing and measuring stress
- 23 - Frustration, anger, resentment
- 24 - Awareness of emotions and emotions
- 25 - Burn out
- 26 - External and internal sources of stress
- 27 - Developing protective strategies
- 28 - Individual stress management methods, techniques, relaxation exercises, mindful relaxation
- 29 - Practice in recognising our own and others' signs of stress
- 30 - Stress tolerance personality trait tests
- 31 - What have we learned, what do we take with us? Evaluation of the training

Additional lecturers

Az adott félévben oktatói megbízási szerződéssel foglalkoztatott konzulensek. A megbízási jogviszony létesítésének feltétele, hogy a - szandi-konzulens pedagógus, vagy andragógus végzettséggel és szakképzettséggel, valamint felnőttoktatásban, felnőttképzésben és/vagy felsőoktatásban/köznevelésben szerzett legalább 5 éves gyakorlattal rendelkezzen.

Approval and validity of subject requirements