



Associate Certificate in Workplace Conflict Assessment
Assessee Package

To receive your Associate Certificate in Workplace Conflict you must successfully complete the four required courses and an assessment demonstrating achievement of the learning outcomes.

There are four components to the assessment:

- 1. A written preparation for intervening in a workplace conflict.
2. A recording of a role-play of a workplace intervention based on the written preparation.
3. A written self-evaluation of the role-play.
4. A written reflection on personal learning in the Associate Certificate.

All four components are mailed in and marked by a Centre for Conflict Resolution Assessor. Candidates are expected to demonstrate the knowledge and skills related to the collaborative approach learned in the four required courses.

Learners are advised, but not required to submit their assessment within six-months of completion of courses.

Grading:

The assessment results in a final grade of A, B or F. The passing grade is B. Each assessment component counts for a certain percentage of the mark and all must be completed:

- 1. Written preparation for intervening in a workplace conflict 25%
2. Role-play recording of a workplace intervention 30%
3. Written evaluation of the role-play 25%
4. Written reflection on personal learning in the Associate Certificate 20%

The numerical total is converted to a letter grade according to JIBC grading policies.

Table with 3 columns: Letter Grade, Grade Points, % Range. Rows include A+, A, A-, B+, B, B-.

Table with 3 columns: Letter Grade, Grade Points, % Range. Rows include C+, C, C-, D, F.

**Fee**

The assessment fee is due when the assessment materials are submitted. You may pay by a cheque made payable to the *Justice Institute of British Columbia*, or by credit card. For credit card payments, please phone (604) 528-5825, or email [mschaeffer@jibc.ca](mailto:mschaeffer@jibc.ca).

**Submission**

You are not required to register or pre-pay for your assessment. Mail your completed assessment (written preparation, the recording of your role-play, your written self-evaluation, and your written reflection on personal learning), along with the assessment fee to:

CCR Assessments/Margaret Schaeffer  
Centre for Conflict Resolution  
Justice Institute of BC  
715 McBride Boulevard  
New Westminster, BC V3L 5T4

Alternatively, you may email your written components as Microsoft Word or Adobe PDF attachments. Email to [ccrassessments@jibc.ca](mailto:ccrassessments@jibc.ca) and put "Workplace Assessment" in the subject line. Then mail your recording and fee to the address above. When all components and full payment is received your assessment will be forwarded to an Assessor for marking. Your results will be mailed to you within four-weeks from receipt of your assessment.

**If you disagree with your mark you can ask for a second opinion.**

When you receive your assessment results in the mail, we strongly suggest that you view the recording and read the assessor's comments.

After that, if you still disagree with the result of your assessment, you may ask for a second opinion. Please contact the Centre for further information (the second opinion forms under the "informal process" stage of the JIBC Appeals Policy are available on our website: [www.jibc.ca](http://www.jibc.ca)).

**Re-assessment**

There is no limit on the number of times you can submit your assessment. The standard fee is charged for each re-assessment.

**Assessment Process:****Component 1: Preparation for intervention in a workplace conflict**

Write a description of a workplace conflict situation you have experienced or witnessed with an analysis of the dynamics affecting the conflict. Describe your intervention approach and why you chose it. This should be between 500 and 750 words.

**Guidelines for Choosing Your Workplace Conflict Scenario**

Your scenario should be based on dynamics or situations that you find within a workplace setting. Try one that you have been directly involved in or have witnessed, or a situation that you anticipate in the future using **one** of the following collaborative approaches: a negotiation, an informal mediation between two employees, or a facilitated conversation with a group or team:

- Your role in the scenario is as the initiator of the collaborative process and as your actual role/position in the workplace.
- Keep your scenario relatively simple. Avoid using a situation that is too complex to really explore in the half-hour that you will have for your recorded role-play.
- Avoid having a highly emotional stake in the situation that might impede you from viewing it objectively.
- Write the scenario so it is clear to the other person, or other people engaged in the process to problem solve with you - i.e. they have something to gain from engaging in the process with you. Ensure that you are not meeting with them in an attempt to simply discipline, influence, convince or 'sell' something.

**Writing your preparation for intervention in a workplace conflict**

Your description should address the following:

- Briefly describe the workplace-based scenario you chose for your role-play, and the reasons why you chose it.
- What impact do you believe the conflict was having on the functioning of the workplace group?
- How did you analyze the situation and choose the intervention approach? Why did you see this intervention approach as the most appropriate one?
- What was your goal in intervening?
- How did you prepare yourself for your part in the intervention?



The preparation for intervention will be marked using the following criteria:

	Meets criteria /4	Exceeds criteria /5	Further work required	Comments
<b>1. Choice of scenario</b>	Learner describes scenario briefly and clearly and gives at least one reason for choice of scenario based on program content.	Learner description of scenario and reasons for choice of scenario are brief, clear, thorough, and based on several concepts from program content.		
<b>2. Impact of conflict</b>	Learner describes impact of conflict on workplace group	Learner describes impact of conflict on workplace group thoroughly using several concepts drawn from program content		
<b>3. Choice of intervention approach</b>	Learner analyzes choice of intervention approach	Learner analyzes choice of intervention approach thoroughly using several concepts drawn from course content		
<b>4. Intervention goal</b>	Learner clearly describes goal for intervention	Learner clearly describes goal for intervention integrating concepts and analytical frameworks drawn from program content		
<b>5. Personal preparation</b>	Learner describes at least two preparation strategies	Learner describes several effective preparation strategies drawn from course content		
<b>Marks:</b>				<b>Total marks:</b> /25

**Component 2: Recording your role-play:**

Submit a recording of your intervention to resolve a workplace conflict using one of the following collaborative approaches:

- negotiation
- informal mediation between two employees
- a facilitated conversation with a group or team

The recording must be 30-minutes in length. You are advised to record a role-play specifically for the assessment to demonstrate your integration of knowledge and skills. The assessment candidate is responsible for finding their own role-players, finding an appropriate location and arranging for recording. The role-players can be anyone the candidate chooses. Many candidates ask co-workers, family members, neighbours or friends to act as their role-players.

If you choose to take the optional course, CRES 1475 Coached Small-Group Practice Clinic with the purpose of using the recording for your CRES-1552 Workplace Conflict Assessment, you must declare your intention to the Coach at the *start* of the class. The Coach may not intervene, nor provide you with any feedback before, during or following your recording. You may not stop the recording until you reach 30 minutes.

At the start of class, decide on a role-player, provide them with the Role-player Instructions at the back of this package, and provide them with the background on the conflict scenario they will be role-playing with you. Achieving full resolution of your scenario is NOT mandatory within your 30-minute time limit. However, you are required to close the intervention realistically. This closure should incorporate some agreement with respect to the next steps you will be taking between now and the next time you meet with the other party. You are not required to use the CRES-1475 recording for the assessment if, after viewing the recording you do not think it is satisfactory.

**Note:** Students **may not** use the recordings from either CRES-1200 Conflict on the Front Line: Demonstrating Leadership at Work, nor the recording made in CRES-1170 Negotiation Skills Level I.

**Recording Instructions:**

The recording can be submitted on a DVD, or memory stick, and needs to meet audio and visual technical standards so that it can be marked. Recordings that do not meet the criteria outlined below will be returned and the assessment candidate will be asked to re-do their role-play recording.

**Please test the equipment before you begin.** Especially important is the sound quality and volume. We strongly suggest that you use a DVD, or use a Memory stick that can be played back in a standard player. We will return the recording unmarked if the assessor cannot hear or see all parties clearly.

- When you are ready to begin the role-play, start recording and announce your first and last name
- DO NOT STOP THE RECORDING until you finish the 30-minute intervention
- Please make a copy of the DVD or Memory stick and retain it to guard against the possibility of loss in transit – it will be returned with your assessment results
- Please put your name on the DVD and the case



**Your recording will be marked using the following criteria:**

	<b>Meets criteria /4</b>	<b>Exceeds criteria /5</b>	<b>Further work req'd</b>	<b>Comments</b>
<b>1. Collaborative behaviour</b>	Learner demonstrated collaborative behaviour at times but was not consistent	Learner consistently maintained collaborative behaviour throughout intervention		
<b>2. Communication tools</b>	Learner utilized communication tools in intervention	Learner utilized communication tools effectively throughout intervention		
<b>3. Collaborative process</b>	Learner appeared to be using a collaborative process model to guide the intervention	Learner appeared to be using a collaborative process model effectively to guide the intervention towards resolution		
<b>4. Build mutual understanding</b>	Considerable mutual understanding was built during the process	A high level of mutual understanding was built during the process		
<b>5. Identify issues</b>	Learner identified some issues to be resolved	Learner involved other in mutually and thoroughly identifying issues to be resolved		
<b>6. Build on interests</b>	Learner built on some interests as a basis for moving towards collaborative outcomes	Learner surfaced interests of all people involved as a basis for moving towards collaborative outcomes		
<b>Marks:</b>				<b>Total Mark:</b> <b>/30</b>

**Component 3: Written self-evaluation of the role-play:**

Accurately evaluating the effectiveness of a conflict resolution intervention is critical to ongoing learning and increased effectiveness. Write a 3-5 page (750 to 1250 words), typed, double-spaced evaluation of your intervention role-play.

Analyze what happened in your role-play and what you might do differently next time. Use the following questions as your guide.

- How did you demonstrate collaborative behaviour?
- What were the steps or model you used to hold a conflict resolution dialogue?
- How did you identify issues to be resolved?
- How did you develop mutual understanding?
- How did you use interests to move towards collaborative outcomes?
- Which communication tools did you utilize and what was the impact of these skills in the interaction?



Your self-evaluation of your role-play will be marked using the following criteria:

	<b>Meets criteria</b> <b>/4</b>	<b>Exceeds criteria</b> <b>/5</b>	<b>Further work required</b>	<b>Comments</b>
<b>1. Collaborative behaviour</b>	Learner describes some elements of collaborative behaviour	Learner describes many elements of collaborative behaviour drawn from course content and shown in the role-play		
<b>2. Collaborative process</b>	Learner describes the collaborative process used in the role-play	Learner clearly articulates the goals and steps of the collaborative process used in the role-play		
<b>3. Issues</b>	Learner describes some of the issues in the role-play	Learner describes most or all of the issues for both or all people in the role-play in neutral, mutual and description-based language		
<b>4. Interests</b>	Learner describes some of the interests in the role-play	Learner describes most or all the interests for both or all people in the role-play		
<b>5. Communication tools</b>	Learner describes some of the communication tools used and their impact	Learner describes most or all of the communication tools used and their impact as demonstrated in the role-play		
<b>Marks:</b>				<b>Total marks:</b> /25



**Component 4: Written Reflection on Learning:**

Write a 3-4 page (750-1000 words), typed, double-spaced essay that reflects on your learning through the program. The Associate Certificate in Workplace Conflict can be an intense and sometimes challenging learning experience as you try to integrate collaborative attitudes and approaches, and use collaborative processes and skills. This assessment component asks you to reflect on your learning over the time of the Associate Certificate in a more personal way.

We do not require that you follow a specific essay format; our interest is on the content. We suggest you use the following as a guide, while feeling free to fully and creatively express yourself.

1. Discuss factors – such as personal, cultural, societal – that shape beliefs and attitudes towards workplace conflict and how these impact your own thinking and behaviour around conflict. How has your awareness changed from before taking Certificate courses to afterwards?
2. Briefly describe what you have learned about the distinctive conditions in a workplace setting that can affect conflict situations such as team dynamics, cultural considerations, underlying beliefs, etc. and how you will use that knowledge.
3. How has your behaviour in conflict in workplace settings changed since beginning this program?
4. Based on your assessment role-play, what do you think are your strengths in resolving conflict using the collaborative approach and what do you think you can focus on improving?
5. How do you plan to continue your journey of learning?



Your written reflection on personal learning will be marked using the following criteria:

	<b>Meets criteria</b> <b>/2</b>	<b>Exceeds criteria</b> <b>/4</b>	<b>Further work required</b>	<b>Comments</b>
<b>1. Awareness of factors shaping conflict attitudes and behaviours</b>	Learner clearly analyzes factors shaping own conflict attitudes and behaviours pre and post Associate Certificate	Learner analyzes factors shaping own conflict attitudes and behaviours with thoughtfulness and insight pre and post Associate Certificate		
<b>2. Workplace conditions affecting conflict</b>	Learner clearly analyzes workplace conditions affecting conflict	Learner analyzes workplace conditions affecting conflict with thoughtfulness and insight		
<b>3. Behavioural changes in workplace conflict</b>	Learner clearly analyzes own behavioural changes in workplace conflict	Learner analyzes own behavioural changes in workplace conflict with thoughtfulness and insight		
<b>4. Self- evaluation of conflict intervention</b>	Learner clearly assesses own strengths and challenges in workplace conflict as demonstrated in assessment role-play	Learner clearly assesses own strengths and challenges in workplace conflict as demonstrated in assessment role-play with thoughtfulness and insight		
<b>5. Future plans</b>	Learner clearly describes own future development plans	Learner clearly describes own future development plans with thoughtfulness and insight		
<b>Marks:</b>				<b>Total marks:</b> <b>/20</b>



**Grade Calculation:**

- |   |         |
|---|---------|
| 1. Preparation for intervention in a workplace conflict | ____/25 |
| 2. Recording of your role-play                          | ____/30 |
| 3. Written self-evaluation of the role-play             | ____/25 |
| 4. Written reflection on learning                       | ____/20 |

Total \_\_\_\_/100

Final letter grade: \_\_\_\_\_

We hope this assessment is a positive learning experience deserving of the time and effort you are putting forth. If you have any questions regarding the assessment criteria, or the assessment process please feel free to phone Charlene Pennington, Program Planner at (604) 528-5618 or email [cpennington@jibc.ca](mailto:cpennington@jibc.ca).



## **Workplace Conflict Assessment Role-player Instructions**

Please provide these instructions to your role-player so they can prepare. Please also provide them with the background on the conflict scenario you will be role-playing with them.

If making your assessment recording in CRES-1475 Coached Small Group Practice Clinic, one of the other students in the class will be your role-player. Please provide them with these role-player instructions and the conflict scenario background at the start of class.

### **Role-player Instructions**

1. Read the role carefully and try to imagine how you would feel if you were in this situation. As a role-player, your job is to respond as you would if you were participating in real-life negotiation, or mediation. Play your role as naturally and realistically as possible.
2. You should go into the role-play with strong feelings. You would like to get this situation settled but you are feeling quite frustrated and you are not prepared to just give in. At the beginning of the assessment you should tell your opening story in a rambling and unstructured way and speak in terms of positions, not interests. During the role-play you should make assumptions and demonstrate at least one of the following: resistance, anger, defensiveness, positionality.
3. If the Assessee acts in ways that cause you feel respected and taken seriously and you want to move forward and come to a resolution, don't keep yourself artificially resistant and defensive. On the other hand, should the Assessee's actions cause you to feel angry, resistant, or defensive please communicate appropriately indicating what's happening for you. Don't be artificially compliant. Avoid reacting with strong withdrawal/shutdown behaviour as this behaviour is hard for the Assessor to analyse. In this way the Assessee has an opportunity to demonstrate his/her ability to deal with typical negotiation or mediation behaviours.
4. Remember this is a test! You need to consciously avoid "coaching," or "being skilled", e.g. do not use interest-based language. The Assessee needs to work with inquiry to draw out the role-players' interests.
5. Do not bail out the Assessee if they get into trouble. Do not do the work for the Assessee. It's important not to disclose too much information that they haven't worked for and neither to feel compelled to break silences, nor provide suggestions to move the assessment along if things have come to a halt. If the Assessee asks a vague or confusing question, do not respond in a clear, coherent manner but instead, in a confused and puzzled way.
6. If things are not working for you in the role, it is appropriate and necessary to express (in role) your concerns of the moment to the candidate. (e.g. "I'm feeling frustrated/angry with this conversation. I'm not being listened to" etc.).