

OFFICIAL COURSE OUTLINE

Course Code:	CRES-1131
Short Title:	Conflict Coaching Level I
Long Title:	Conflict Coaching Level I
Prerequisites:	None
Co-requisites:	None
School:	Health, Community and Social Justice
Division/Academy/Centre:	Centre for Conflict Resolution
Previous Code & Title:	CCR131 – Coaching Strategies: Developing People to Resolve Conflict
Course First Offered:	October 2010

Credits:	1.5
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Course Description

This course will benefit anyone, and be of particular interest to leaders, helpers and conflict resolution professionals. This unique form of dispute resolution places the onus on the clients to resolve their own conflicts. Conflict coaching participants will learn how to apply resolution theory and conflict coaching skills so that clients can effectively and proactively deal with their differences, whether applied to personal, workplace or community settings. The skills and applications learned during this introduction to conflict coaching provide participants with practical, effective methods to reduce the impacts of conflict and collaboratively build strategies for sustainable resolutions.

Course Goals

At the completion of this 3-day course (21-hour) course, the learner will be able to:

- Understand the core concepts of conflict coaching
- Effectively coach others to resolve conflicts
- Deliver coach-like feedback to others

Learning Outcomes

Upon successful completion of this course, the learner will be able to:

1. Define conflict coaching premises and methodology.
2. Identify when and how conflict coaching is appropriate within the conflict intervention continuum.
3. Strategize how to prepare both the coach and the client for conflict coaching.
4. Utilize a conflict coaching model for building client clarity and capacity.
5. Distinguish coaching from consulting and maintain a conflict coaching relationship.
6. Design with the client; goals, focus and parameters of conflict coaching.
7. Develop a conflict coaching skills toolbox, and use as a basis when helping other in conflict.
8. Use listening and powerful questioning skills to support achievement of conflict coaching goals.

9. Build sustainable agreements for continued actions and success.

Course Topics/Content

- Defining conflict coaching
- Choosing conflict coaching as a dispute resolution intervention: when, where, how?
- Fundamentals of conflict coaching
- The Process of Conflict Coaching – an interactive model
- Core conflict coaching skills – applications in real time.
- Developing client capacity – a new framework for looking at troubling issues.
- Building sustainable outcomes.

Text & Resource Materials

Required: Conflict Coaching Level I

Equivalent JIBC Courses

N/A

Instructional Method(s) <i>(select all that apply)</i>	Hours
<input checked="" type="checkbox"/> Direct Instruction (lecture, seminar, role plays, independent study, etc.)	14
<input checked="" type="checkbox"/> Supervised Practice (includes simulations & labs)	7
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	
Total	21

Course Evaluation

The evaluation criteria used for this course are represented below. Specific course evaluation information will be provided by the instructor at the start of the course.

Criterion	% of Final Grade <small>(may be represented as a range)</small>
Course work (activities, assignments, essays, reports, etc.)	
Quizzes and exams	
Simulations/Labs	60%
Attendance/Participation (in class or online)	40%
Practice Education/Internships	
Total	100%

Comments on Evaluation

Course Grading Scheme*

- JIBC1 (A to F)
 JIBC2 (MAS/NMA)
 JIBC3(CM/IN)
 JIBC4 (P/F)

(* <http://www.jibc.ca/policy/3304> Grading policy)

Other Course Guidelines, Procedures and Comments

Learners must attend the full course to receive credit.

View official versions of related JIBC academic regulations and student policies in the JIBC Calendar on the following pages of the JIBC website:

Academic Regulations:

<http://www.jibc.ca/programs-courses/jibc-calendar/academic-regulations>

Student Academic Integrity Policy
Academic Progression Policy
Admissions Policy
Academic Appeals Policy
Evaluation Policy
Grading Policy

Student Policies:

<http://www.jibc.ca/about-jibc/governance/policies>

Access Policy
Harassment Policy – Students
Student Records Policy
Student Code of Conduct Policy

JIBC Core Competencies

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

- Critical thinking:** Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.
- Communication, Oral and written:** Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.
- Leadership:** Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.
- Independent learning:** Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.
- Globally minded:** Self-aware of own identity and culture, recognize the interconnectedness of world events and issues; interact respectfully and authentically across cultures; value multiple perspectives; utilize curiosity to learn with and from others.
- Problem solving:** State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.
- Interpersonal relations:** Know and manage ourselves; recognize and acknowledge the needs and emotions of others including those with diverse cultures, backgrounds and capabilities.
- Inter-professional teamwork:** Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.
- Information literacy:** Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.

