

OFFICIAL COURSE OUTLINE

Course Code:	CRES-1200
Short Title:	Resolving Conflict on the Front Line
Long Title:	Resolving Conflict on the Front Line: Demonstrating Leadership at Work
Prerequisites:	CRES-1100 (formerly CCR100) or CRES-1101 (formerly CCR101), and CRES-1170 (formerly CCR170)
Co-requisites:	None
School:	Health, Community and Social Justice
Division/Academy/Centre:	Centre for Conflict Resolution
Previous Code & Title:	CCR200 – Resolving Conflict on the Front Line: Demonstrating Leadership at Work
Course First Offered:	June 1, 2008

Credits:	1.5
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Course Description

All members of organizations are expected and often required to handle workplace conflicts effectively, yet this can be a challenging task. This course will give you the knowledge and skills for assessing workplace conflict, determining whether a collaborative process or a more formal intervention process is needed and choosing the best intervention approach. You will practice analysing workplace conflicts, and using a collaborative process to intervene as a third party. You will learn to demonstrate leadership in addressing conflict ways that move all people involved towards mutually agreeable solutions.

Course Goals

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

- Facilitate the resolution of workplace conflicts cooperatively using a collaborative conflict resolution process.

Learning Outcomes

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

1. Describe the sources, costs, benefits and dynamics of organizational conflict.
2. Identify the range of organizational responses to conflict and the spectrum of intervention processes.
3. Demonstrate self-assessment of strengths and challenges as a leaders in responding to organizational conflict.
4. Analyze a specific organizational conflict situation and select an appropriate collaborative intervention process.
5. Plan and prepare for the intervention.

6. Use a collaborative conflict resolution process to intervene effectively in an organizational conflict.

Course Topics/Content

Day One:

Workplace conflict: perspectives and organizational responses

- Conflict: Destructive or Constructive?
- What Are the Destructive Costs of Conflict?
- Auditing the Indirect and Direct Costs of Conflict: A Worksheet Analysis
- What Are the Benefits of Conflict in Organizations?
- Factors Contributing to Workplace Conflict
- Dispute resolution approaches
- Dispute Resolution Continuum
- Methods of Resolving and Managing Conflict

Leadership abilities for resolving conflict

- Assessing Situational Appropriateness
- Leadership and Conflict Resolution Competencies
- Assessing Personal Appropriateness for Intervening

Day Two:

Intervening collaboratively in workplace conflict

- Preparing to Intervene:
- Collaborative Intervention Approaches
- The Collaborative Intervenor

Selecting the Right Collaborative Process

- Informal Discussion:
- Informal Negotiation:
- Coaching:
- Informal mediation:
- Facilitated Group Dialogue:

A Collaborative Intervention Model

- Stage 1: How will we talk together?
- Stage 2: What will we talk about?
- Stage 3: What is important and why?
- Stage 3 Goals: Building Understanding and Identifying Interests
 - How to build understanding
 - How to identify interests

- Stage 4: What do we do next?
- Basic communication skills for collaboration
 - Questioning
 - Acknowledgment and Empathy
 - Clarifying Assumptions
 - Summarizing
 - Assertive Expression

Day Three:

- Final day scenario analysis, intervention preparation and role-play with video recording.

Text & Resource Materials

Centre for Conflict Resolution. (2006). *Conflict on the Front Line: Leaders as Conflict Resolvers, Second Edition*. New Westminster: Justice Institute of BC.

Crawley, J. & Graham, K. (2002). *Mediation for Managers: Resolving Conflict and Rebuilding Relationships at Work – Chapter “Working With The Parties Separately” and “The Mediation Approach”*. London, UK: Nicholas Brealey Publishing.

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

Criterion-referenced evaluation. All components must be completed to a satisfactory level.

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,
- 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

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.

information; evaluate it and its sources critically, and use information effectively and ethically.