

Associate Certificate in Conflict Coaching Assessment Assessee Package

To receive your Associate Certificate in Conflict Coaching you must successfully complete the four required courses and an assessment demonstrating achievement of the learning outcomes. You must be registered in the Associate Certificate program and have already completed the required courses to be eligible to take the assessment.

There are five components to the assessment:

1. Written preparation for coaching a conflict;
2. Audio-video or audio-only recording of a coaching session - you are coaching someone with a real conflict, based on your written preparation (your “client” ideally is a classmate from the JIBC or someone you know well with a relatively simple, non-emotionally-charged conflict); **Please indicate the file format in which your recording was saved and is viewable in.**
3. Recording or written self-evaluation of the conflict coaching session;
4. Written reflection on personal learning throughout the Associate Certificate in Conflict Coaching;
5. A synopsis of the conflict coaching session written by the client (recommended but not compulsory and will not be graded).

*The JIBC encourages learners to use standard APA format for all written components. This preferred method is recommended but not compulsory for this assessment. For your easy reference to APA formatting on our [Library Guide](#) webpage contains some useful information.

The assessment 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 conflict coaching approach learned in the four required courses, including: awareness, theory, process and skills.

The assessment should be submitted within six-months of the completion of courses, and from the time you receive the assessment package. If longer than six-months, please contact Margaret Schaeffer to make sure you are working from the current package.

Grading:

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

- | | |
|---|-----|
| 1. Written preparation | 25% |
| 2. Role-play recording | 30% |
| 3. Recording or written evaluation | 25% |
| 4. Written reflection on personal learning in the Associate Certificate | 20% |
| 5. Optional (but encouraged) Client Reflection of the session. | 0% |

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

Letter Grade	Grade Points	% Range
A+	4.33	90-100
A	4.00	85-89
A-	3.67	80-84
B+	3.33	76-79
B	3.00	72-75
B-	2.67	68-71

Letter Grade	Grade Points	% Range
C+	2.33	64-67
C	2.00	60-63
C-	1.67	56-59
D	1.00	50-55
F	0.00	0-49

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.

Submission

Mail your completed assessment including the written preparation, recording, written self-evaluation, and written reflection on personal learning (and, if applicable, client reflection), 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

When all components and 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.

Second Opinions

If you are unsuccessful and are surprised by the results of your assessment, we suggest that you view the recording and read the assessor's comments.

If, after reviewing the recording and the assessor's comments, you disagree with the result of your assessment, you may ask for a second opinion. Please note that, to be eligible for a second opinion, you must provide your reasons for disagreeing with the assessor and the reasons must be specific and credible.

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: [Appeals Policy](#).

Re-assessment:

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

Guidelines for Choosing Your Conflict Coaching Client and Situation:

Your client will ideally be a JIBC classmate or someone who understands that the purpose of this session is for you to demonstrate your ability as a conflict coach. Their conflict should be real, but relatively simple and not overly emotionally charged.

Your session is to be based on an unresolved conflict occurring in a workplace or personal setting involving your client. Your client must be able to address the current situation with you, and be motivated to try to resolve the conflict. Ensure that your client provides permission for JIBC assessors to view the recording. Have your client complete the permission letter (located at the back of this assessment package) that describes who is able to view this assessment, and what happens to the recording once the assessment is viewed.

- Your role in the session is to actively coach your client about their workplace or personal conflict.
- Keep the session details relatively simple. Avoid using a situation that is complex, highly emotional, or has too many historical details to really explore in the half-hour available to you for your recorded session.
- Outline with your client the range of what is achievable in this half-hour session. Ensure that they have a vested interest in working on this problem, and that they are willing to follow through on the agreements and action plans made during the session.
- Let your client know that, because this is a real coaching session, expressing their thoughts and emotions is an expected and appropriate element of their coaching session.

Assessment Process

Component 1: Written preparation for coaching a client in conflict:

Your preparation component is to be 500-750 words in length. Your written preparation provides an opportunity for you to demonstrate the important role preparation plays in helping others resolve conflicts. Please base your preparation on the following points:

1. Briefly describe what you know about this conflict and the individual you are coaching. Include a brief depiction of your client's values and interests regarding the conflict and their strengths and challenges in terms of how they are handling it.
2. Describe the impact you believe the conflict is having on your client's personal or professional life. Include in your analysis any issues you are aware of for your client and/or the organization with respect to the conflict and how you plan to attend to these issues as a coach.
3. Explain the process you used to analyze the conflict and why you felt conflict coaching was an appropriate intervention. Determine your goal for the coaching session and hunch your client's goal.
4. Describe how you personally will prepare for this conflict coaching session. Reflect on your personal strengths and challenges and how you will use your strengths to enhance the conflict coaching session.
5. Note how you will prepare your client for the session and (if this were not an assessment) how you would prepare the client's organization to engage in conflict coaching.

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

	Meets criteria 4/5	Exceeds criteria 5/5	Further work required
1. Awareness of client and conflict situation.	Learner describes situation clearly and briefly and gives at least one client strength, challenge, value or interest that will inform the conflict coaching session.	Learner, clearly, briefly, and thoroughly describes the situation and identifies more than one strength, challenge, value and interest that will influence the coaching session based on several concepts from program content.	
2. Impact of conflict.	Learner describes impact of conflict on the client.	Learner describes impact of conflict on the client and states how impact(s) will inform the coaching session using several concepts drawn from program content.	
3. Analysis process, and determination of goals.	Learner analyzes choice of intervention approach and clearly describes goal for intervention.	Learner analyzes choice of intervention approach thoroughly and clearly describes goal for intervention, integrating concepts and analytical frameworks drawn from program content.	
4. Personal preparation.	Learner describes one strength and challenge they bring to the coaching session.	Learner describes more than one strength and challenge and states effective strategies drawn from course content that will enhance their ability to coach the conflict.	
5. Client preparation.	Learner describes how they will prepare their client to engage in conflict coaching using strategies drawn from the course content.	Learner thoroughly describes how they will prepare their client using reflective analysis of the conflict and drawing from several sources of course content.	
Marks:			/25

Component 2: Audio-video or audio-only recording of the coaching session:

The recording is to be 30-minutes in length. You are to record a conflict coaching session specifically for the assessment to demonstrate your integration of process, knowledge and skills. You are responsible for finding your own client, finding an appropriate location and arranging for recording. The client is ideally a classmate from the JIBC or someone who understands that the purpose of this session is for you to demonstrate your ability as a conflict coach. Many candidates ask someone they met in class, a co-worker, neighbour or a friend to act as their client. Please avoid family members for your assessment. Ensure the individual you choose to work with is aware that this is NOT a simulation. It must involve a real situation that they want to resolve by working with you as their conflict coach.

Achieving full resolution of your conflict coaching session is NOT mandatory within your 30-minute time limit. However, you are required to close the session in a realistic manner by briefly summarizing what has been accomplished during the session. This closure should also incorporate some agreement regarding the next steps you will be taking between now and the next time you coach your client.

Recording Instructions

The recording can be either an audio-only recording or audio-video recording saved on to a DVD or memory stick. Any recordings that do not meet the criteria outlined below will be returned and the assessment candidate will be asked to re-do their 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 a memory device that can be played back in a standard PC. Please contact the Program Assistant, Learner Services if you have any technical questions. We will return the recording unmarked if the assessor cannot hear (or hear and see) all parties clearly.

When you are ready to begin the conflict coaching assessment session:

- Start recording and announce your first and last name.
- **DO NOT STOP THE RECORDING** until you finish the 30-minute coaching session (it must be uninterrupted).
- Make a copy of the recording and retain it to guard against the possibility of loss in transit. We will return your original to you with your assessment results.
- Please label both the recording device and the case with your name and either a phone number or email address.

Your recording should illustrate your ability to:

1. Develop a relationship with the client based on foundations of conflict coaching;
2. Assist the client to identify and clarify goals, issues and agenda;
3. Support the client's ability to engage effectively in the conflict;
4. Create opportunities for the client to deepen their understanding of their concerns and their responses to the conflict, as well as the concerns and possible responses of any other parties involved;
5. Help the client expand perspectives and create choices;

6. Build strategies and solutions that help resolve the conflict;
7. Help the client focus on clear action steps and accountability that support resolution.
8. Use a range of coaching skills and methods to help the client work with challenging situations.
9. Maintain a strong focus on the client's verbal and nonverbal communications, and to ask questions based on their listening.
10. Maintain a non-judgemental presence by being actively curious and responsively empathetic.

Your recording will be marked using the following criteria:

	Meets criteria 4/5	Exceeds criteria 5/5	Further work req'd
1. Develops a relationship with the client based on the foundations of conflict coaching.	Learner demonstrates understanding of relationship-building with the client based on the foundations of conflict coaching.	Learner continuously demonstrates and affirms an understanding of relationship-building, and the foundations of conflict coaching.	
2. Assists the client to identify their goals, issues and agenda.	Learner assists client to clarify goals, issues, and agenda and aligns themselves with the client's goals in the session.	Learner consistently demonstrates ability to help client clarify goals, issues, and agenda and aligns themselves with the client's goals throughout the session.	
3. Supports client's ability to engage effectively in conflict.	Learner supports and challenges client to engage authentically and purposefully in conflict situation.	Learner supports and challenges client to engage authentically and purposefully in conflict situation, using client's values and goals.	
4. Creates opportunities for client to deepen his/her understanding of the conflict and their responses to it.	Learner asks powerful questions that enhance client's awareness of the conflict and their responses.	Learner consistently asks powerful questions that enhance client's awareness of the conflict and their responses throughout the session.	
5. Helps client create choices.	Learner develops client's capacity to build a sense of choice within their conflict situation.	Learner consistently demonstrates the ability to bring a greater awareness and expand choices available for the client.	
6. Assists client to build strategies and solutions for resolving the conflict.	Learner reinforces client's capacity to identify and build solutions based on their goals and values.	Learner consistently reinforces client's capacity to identify and build creative solutions based on their deeper understanding and application of goals and values.	
7. Builds client accountability.	Learner works with client to build clear action steps and follow-up accountabilities.	Learner works with client to develop a comprehensive action plan with clear steps for both follow through and follow-up.	

8. Demonstrates ability to equip client to deal with challenging conflict situations.	Learner employs some skills and methods to assist client to work with challenging situations. Eg. resistance, or personal triggers.	Learner uses a range of coaching skills and methods to help client work with challenging situations. Eg. resistance or personal triggers.	
9. Demonstrates comprehensive listening skills Eg. Levels two and three listening.	Learner demonstrates ability to maintain a focus on client's verbal and nonverbal communication.	Learner consistently demonstrates ability to maintain a strong focus on client's verbal and nonverbal communications while noticing nuances such as silence, what is talked about and what is not, and asks questions based on their listening.	
10. Demonstrates self management, authenticity, creativity and resourcefulness.	Learner illustrates awareness of their personal skills, values and abilities using them to creatively coach their client in a genuine manner.	Learner consistently illustrates awareness of their personal skills, values and abilities, consistently allows that information to creatively coach their client in a genuine manner.	
Marks:			

Component 3: Recorded, or written self-evaluation of the conflict coaching session

Being able to accurately evaluate the effectiveness of a conflict coaching session is critical to ongoing learning and increased effectiveness.

Immediately following your recording, reflect upon, but **do not view** your recording. Your self-evaluation of the coaching session may be written or recorded (audio or video). If written, it should be 750-1,000 words. Whether you write, or record your evaluation, we suggest you review the criteria in the table below, and then proceed to answer each section by reading the six questions, below, one by one.

Use the following questions as your guide:

1. How did you demonstrate conflict coaching elements and foundations during the session?
2. How did you identify and clarify the client's goals for the session and issues to be resolved?
3. How did you expand your client's understanding of the conflict?
4. How did you develop your client's awareness of the possible choices?
5. How did you use conflict coaching tools to help your client move toward a solution that made sense to them? What was the impact of using the tools you selected?
6. How did you build an action plan and create accountabilities?

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

	Meets criteria	Exceeds criteria	Further work required
	4/5	5/5	
1. Demonstrates Conflict Coach-like behaviour.	Learner describes some elements and foundations of conflict coach behaviours.	Learner describes many elements and foundations of conflict coaching behaviour drawn from course content and shown during session.	
2. Articulates goals and issues of the current conflict.	Learner describes some of the client's issues and goals.	Learner describes the primary and secondary goals and the issues most central to the dispute, identifies with the client those most central to the conflict.	
3. Learner describes the tools and methods used to increase client's understanding of the conflict.	Learner describes how they used questions, active listening skills, goals and values to increase client's understanding of the conflict.	Learner describes how they used powerful questions, active listening, goals and values, linking responses and values in order to deepen the client's understanding of the conflict.	
4. Clarifies skills and methods used during session that specifically increased client's ability to see different perspective and choices.	Learner describes some of the skills and methods used to gain perspective and expand client's view of their choices and the impact of their selections.	Learner describes most or all of the skills and methods used to gain perspective and expand the client's view of their choices, and the impact of their selections.	
5. Moving the client to action.	Learner describes the skills and methods used to help the client create actionable solutions.	Learner describes the variety of skills and methods used to help move the client to action based on their stated values and goals.	
6. Build accountability.	Learner co-creates a specific and measurable action plan that the client is committed to deploying.	Learner co-creates a comprehensive action plan, while affirming client's ability to succeed. The plan is specific and concrete, containing accountabilities and next steps.	
Marks:			

Component 4: Written reflection on personal learning throughout the Associate Certificate in Conflict Coaching

This section, to be 500-750 words, depicts your journey of learning through the program. The Associate Certificate in Conflict Coaching can be an intense and sometimes challenging learning experience as you try to integrate conflict coaching attitudes and approaches and use the conflict coaching processes and skills. This assessment component asks you to reflect on your learning over your time in the Associate Certificate in a personal and reflective way.

We suggest you use the following as a guide, while feeling free to fully and creatively express yourself.

1. How has taking the associate certificate courses shifted your beliefs and attitudes towards conflict and how has this impacted your ability to coach in conflict situations?
2. Briefly describe what you have learned about the use of conflict coaching for resolving conflicts today and into the future.
3. How has your behaviour in conflict changed since beginning this program, and particularly how have you used the information gained during your conflict coaching coursework?
4. Based on your self-assessment of the conflict coaching session, what do you think your strengths are in conflict coaching? What area do you need to strengthen? What is one powerful question that will challenge you to strengthen this area?
5. How do you plan to continue your journey of learning more about conflict coaching? What will you do? When will you do it? How will you know if you are successful?

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

	Meets criteria 4/5	Exceeds criteria 5/5	Further work required
1. Awareness of factors shaping conflict and conflict coaching attitudes and behaviours.	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.	
2. The use of conflict coaching now and in the future.	Learner clearly analyzes conflict coaching uses and applications.	Learner analyzes workplace uses and applications of conflict coaching with thoughtfulness and insight.	
3. Behavioural changes in conflict as a result of coach training.	Learner clearly analyzes own behavioural changes in conflict as a result of coaching.	Learner analyzes own behavioural changes in conflict as a result of coaching with thoughtfulness and insight.	
4. Strengths, areas to strengthen.	Learner clearly identifies own areas of strength and areas to strengthen.	Learner clearly identifies own areas of strength and explains how they plan to address at least one area which needs strengthening.	
5. Future plans and accountability.	Learner clearly describes own future development plans.	Learner clearly describes own future development plans with specificity, thoughtfulness and insight.	
Marks:			

Grade Calculation:

- | | |
|--|-----------------|
| 1. Preparation for intervention in a conflict | ____/25 |
| 2. Recording of your coaching session | ____/30 |
| 3. Written self-evaluation of the coaching session | ____/25 |
| 4. Written reflection on learning | ____/20 |
| 5. Client reflection of conflict coaching session | ____/00 |
| 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.

Letter of Permission

This letter gives permission for the Justice Institute of British Columbia to use the recording of this conflict coaching session as an assessment tool. I understand and agree that the recording will be used for assessment purposes, and that the content of the recording will be held confidential.

In the event that the International Coach Federation requires that this recording be reviewed for accreditation purposes, it is understood that they may view it and that the recording information is confidential.

Conflict Coach: _____

Date: _____

Client: _____

Date: _____

Conflict Coaching Client Pre-Session Assessment

This section is intended for “the client”. It is an optional component of the Conflict Coaching assessment process and will not be graded, but the assessee (your conflict coach) may find it valuable. This information will help the assessee in their development of their conflict coaching practice, and your information will allow for evaluation of the conflict coaching session. If the assessee asks you to participate in this portion of the assessment, we hope you will consider it. Please feel welcome to contact the JIBC with any questions you may have.

The intention of this page is to assess your current experience of the conflict, on a scale of 0 (low or none) to 10 (high or total), prior to any coaching intervention.

Prior to Conflict Coaching Session:

1. How clear are you about the role of the conflict coach and the process of conflict coaching?

0 _____ 10

2. How clear are you about your goal with regard to the current conflict?

0 _____ 10

3. How aware are you of personal values, if any, that are impacting or are impacted by this conflict? Please do not use this question to provoke thinking about values. Prior to being asked this question how aware were you?

0 _____ 10

4. How aware are you of choices that are available to you with regard to this conflict? Again, please do not use this question to evaluate your choices. Prior to considering this question, what choices did you think you had?

0 _____ 10

5. What is your awareness of your personal strengths operating within this conflict?

0 _____ 10

6. What is your level of hope of resolving this conflict?

0 _____ 10

7. How aware are you of the strategies that you have with regard to this conflict?

0 _____ 10

8. How much consideration have you made of action plans that will help resolve this conflict?

0 _____ 10

9. What is your level of commitment to working through this conflict?

0 _____ 10

Conflict Coaching Client Post-Session Assessment

Following the Conflict Coaching Session:

1. How clear are you about the role of conflict coach and the process of conflict coaching?
0 _____ 10
2. How clear are your goal(s) with regard to the current conflict?
0 _____ 10
3. What is your awareness of personal values (if any) that are impacting or are impacted by this conflict?
0 _____ 10
4. How aware are you of the choices (if any) that are available to you with regard to this conflict?
0 _____ 10
5. What is your awareness of your personal strengths operating within this conflict?
0 _____ 10
6. What is your level of hope of resolving this conflict?
0 _____ 10
7. How aware are you of the strategies you have with regard to this conflict?
0 _____ 10
8. How aware are you of the action plans you have that will help resolve this conflict?
0 _____ 10
9. What is your level of commitment to working through this conflict?
0 _____ 10

Comments: Please feel free to add additional comments.

I agree that this information can be used for collection of data designed to assess efficacy of conflict coaching and/or program design. Yes ___ No ___

Signed: _____