

OFFICIAL COURSE OUTLINE

Course Code:	CRES-1231
Short Title:	Conflict Coaching Level II
Long Title:	Conflict Coaching Level II
Prerequisites:	CRES-1100 (formerly CCR100) or CRES-1101 (formerly CCR101) and CRES-1131 (formerly CCR131)
Co-requisites:	None
School:	Health, Community, and Social Justice
Division/Academy/Centre:	Centre for Conflict Resolution
Previous Code & Title:	CCR191 – Conflict Coaching Level II
Course First Offered:	October 2010

Credits:	1.5
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Course Description

This advanced Coaching Course will both broaden and deepen participant ability to coach others through challenging situations. Expanding their conflict coaching skill box, coaches will learn how to work with strong emotions related to conflicts, and examine the impact of face-saving, resistance, and power dynamics within the context of their conflict conversations. Self-management, empathic responsiveness and accuracy, and attention to goals focus will be discussed as integral to creating effective resolutions.

Course Goals

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

- To expand conflict coaches capacity to help clients work through challenging conflicts.
- To build on the methodology and skills introduced during CRES-1131.

Learning Outcomes

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

1. Develop and maintain a coach-like conversation when addressing challenging situations.
2. Select appropriate conflict coach strategies when working with emotionally escalated clients.
3. Identify and use conflict coaching skills when encountering resistance.
4. Create effective strategies for working with triggers for self and others.
5. Determine how to maintain a values and goal focused conflict coaching session.
6. Co-create options and build action plans that are focused on resolving challenging work issues.
7. Assess coaches own capacity to manage personal responses and reactions when dealing with challenging client issues and/or challenging clients.
8. Prepare and organize conflict coaching sessions in order to meet and exceed client needs.

Course Topics/Content

- The role of conflict coach in challenging situations.
- Building the conflict coaching relationship – special considerations.
- Managing self – personal strategies for the conflict coach.
- The role of empathy and compassion during tough conversations.
- Helping the client deal with their own and others resistance.
- Calming the triggers – de-escalation and escalation strategies.
- Coaching skills and structures – “What will help this client to move forward?”
- Building a future – values, goals and commitments.

Text & Resource Materials

Required: Conflict Coaching Level II

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 <i>(may be represented as a range)</i>
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.

