

OFFICIAL COURSE OUTLINE

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| Course Code: | CRES-1404 |
| Short Title: | Asking Better Questions |
| Long Title: | Asking Better Questions |
| Prerequisites: | CRES-1100 (formerly CCR100) or CRES-1101 (formerly CCR101), and CRES-1180 (formerly CCR180) or CRES-1170 (formerly CCR170) |
| Co-requisites: | None |
| School: | Health, Community and Social Justice |
| Division/Academy/Centre: | Centre for Conflict Resolution |
| Previous Code & Title: | CCR204 – Asking Better Questions |
| Course First Offered: | June 1, 2008 |

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| Credits: | 0.5 |
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Course Description

Basing negotiation or mediation on interests is greatly assisted by the conscious use of questions. This course is practice-oriented, focusing on the issues you raise in class. Questions can be facilitative, directive, accusatory, helpful or condemnatory. They evoke ideas, illuminate culture, encourage images and invite articulation. How do we make the question a tool of art in the hands of a principled asker? How can we use questions to ensure an honest, curious and thorough inquiry? Come prepared to ask and learn.

Course Goals

At the completion of this 1-day (7-hour) course, the learner will be able to:

- Recognize a variety of different question types and apply them to assist in identifying interests.

Learning Outcomes

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

1. Analyze purposes of questions.
2. Describe varying question types and impact on mediation or negotiation process.
3. Link particular question types to mediation or negotiation process.
4. Differentiate between helpful and not-helpful uses of questions.
5. Use different types of questions to achieve mediation or negotiation goals.
6. Display an increasing level of self-awareness regarding own effectiveness in using questions in a principled way.

Course Topics/Content

- Group agenda setting.
- The idea of a question.

- The question as curiosity evocation and catalyst.
- Question types.
- Question practice.
- Integration with reflections.
- Skills circles.
- Interruptive interaction.
- Questions and their connection to reframing and power.

Text & Resource Materials

N/A

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.) | 7 |
| <input type="checkbox"/> Supervised Practice (includes simulations & labs) | |
| <input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op | |
| Total | 7 |

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
- 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.

issues; interact respectfully and authentically across cultures; value multiple perspectives; utilize curiosity to learn with and from others.