OFFICIAL COURSE OUTLINE

Course Code:	CRES-1452
Short Title:	Resolving Conflict in Groups Level II
Long Title:	Resolving Conflict in Groups Level II: Facilitating the Collaborative Process
Prerequisites:	CRES-1100 or CRES-1101, and CRES-1180, CRES-1170 and CRES-1210
Co-requisites:	None
School:	Health, Community and Social Justice
Division/Academy/Centre:	Centre for Conflict Resolution
Previous Code & Title:	CCR260 – Resolving Conflicts in Groups Level II: Facilitating the Collaborative Process
Course First Offered:	June 1, 2008

Credits:	1.0

Course Description

Learn practical ways of assisting teams to resolve conflicts as either an internal or external facilitator. Assess your facilitation strengths and practice leading a collaborative process, managing group dynamics, dealing with challenging behaviours, handling power struggles, identifying hidden agendas and assisting the group to come to agreement. This course uses discussion, role-play and case studies and is intended for those who are already comfortable and confident in using basic facilitation skills.

Course Goals

At the completion of this 2-day (14-hour) course, learners will be able to:

- Use facilitation skills and techniques effectively in a group setting

Learning Outcomes

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

1. Describe the role of the facilitator with a group.
2. Describe the advantages/disadvantages of the "internal" facilitator.
3. Describe the use of conflict resolution and negotiation problem-solving model(s) in a group setting.
4. Evaluate the type of meeting planned and design a process for that type of meeting.
5. Apply knowledge of group dynamics, group development and conflict resolution processes to intervene effectively.
6. Manage complex discussions and difficult group dynamics.
7. Apply specific exercises and facilitation techniques to assist the group in achieving its goals.
8. Apply basic and advanced conflict resolution skills in the role of the facilitator.

9. Bring group meetings to closure: Problem and goal frames, divergent/convergent thinking, and differentiation/integration.

Course Topics/Content

- Principles of facilitating:
    - Role of the facilitator.
    - Internal/external facilitators.
    - Group problem-solving models.
    - Group dynamics and group development.
- Skills of facilitating:
    - Designing processes to meet group goals.
    - Effective interventions.
    - Adapting conflict resolution processes to group.

Text & Resource Materials

All required materials provided in class.

Equivalent JIBC Courses

None

Instructional Method(s) *(select all that apply)*	Hours
☒ Direct Instruction (lecture, seminar, role plays, independent study, etc.)	14
☐ Supervised Practice (includes simulations & labs)	
☐ Practice Education, Field Placement, Internship or Co-op	
Total	14

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 *(may be represented as a range)*
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

☐ **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

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

critically, and use information effectively and ethically.