

Justice Institute of British Columbia
COURSE OUTLINE

Course Code:	CCR104
Course Title:	Handling Conflict in Virtual Environments
Prerequisite Courses:	None
School:	Community and Social Justice
Division/Academy/Centre:	Centre for Conflict Resolution
Previous Course Code & Title:	N/A
Course First Offered:	February 20-21, 2012

# of Credits:	1.0
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Course Description:

Dealing with conflict over the telephone, via email or text, and in other “virtual environments” can be distinctively challenging. In fact, conflict can be a byproduct of misunderstandings arising from the unique characteristics of communicating via technology. In this two-day course, you will learn and practice effective verbal, para-verbal and text-based communication skills for dealing with emotion and resolving conflict, with an emphasis on the use of the voice and “e-text” communication.

This two-day course will be of interest to anyone who uses the phone or other technologies to communicate with the public, colleagues, clients, friends or family. You will explore how contextual differences between multiple technology-based communications media influence inter-personal conflict and attempts at its resolution, while developing skills and approaches to manage emotion and conflict.

Course Goal(s): Use verbal, para-verbal and text-based skills and approaches to manage emotion and respond effectively to conflict in virtual environments.

Learning Outcomes:

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

1. Describe the impact of contextual differences between various communications modalities.
2. Describe the implications of the differences between high-context / low-context, and synchronous / a-synchronous communication for managing a conflict interaction.
3. Describe the impact of stress and emotion on the voice and in e-text communication
4. Identify effective and ineffective personal responses to various conflict styles encountered when communicating “virtually”.
5. Use the breath and posture as tools for self-awareness, stress reduction and effective communication.
6. Utilize verbal and para-verbal communication when defusing conflict on the phone.
7. Assess written communication for multiple messages inferred both through the content and the communication medium.

8. Plan, craft and critique effective e-text communication in order to minimize defensiveness and maximize clarity and understanding.

Course Topics/Content:

- What is “mediated communication” (i.e., non face-to-face communication)?
- The inter-personal communication continuum and culture (high context / low context)
- The impact of synchronicity/a-synchronicity in conflict communication
- Triggers/buttons and emotional self-management – and the role of “virtual communication” (attribution error)
- Non-defensive communication, curiosity and empathy
- Formulating the assertive response
- Choosing a communication medium – what to consider
- The use of para-verbals in conflict communication: posture, pitch, tone, cadence, volume, inflection
- Putting context in e-text – clarifying intent, meaning and defining negotiables

Text and Resource Materials:

Required:

“Handling Conflict in Virtual Environments” course manual to be provided

Recommended:

Course bibliography to be supplied with manual

Course Level:

X	First Year		Second Year		Third Year		Fourth Year
	Graduate		Other (describe):				

Equivalent Course(s) within the JIBC:

Class Delivery Methods:

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion	9			
Simulation/Lab	5			
Practicum/Fieldwork				
Online				
Correspondence				
Total Class Hours				

Comments on Delivery Methods:

Course Grading System:

	Letter Grades		Percentage	X	Pass/Fail
	Complete/Incomplete		Attendance Only		

Passing Grade:	
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Evaluation Activities and Weighting:

Final Exam	%	Assignments	%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	40%	Other	%
Quizzes/Test	%	Simulations	60%	Practicum	%	TOTAL	100%

Comments on Evaluation Activities and Weighting:

Other Course Guidelines, Procedures and Comments:

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/programs-courses/jibc-calendar/student-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.

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 oneself; recognize and acknowledge the needs and emotions of others including those with diverse 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.