

Justice Institute of British Columbia
COURSE OUTLINE

Course Code:	CCR131
Course Title:	Conflict Coaching Level I
Prerequisite Courses:	none
School:	Community and Social Justice
Division/Academy/Centre:	Conflict Resolution
Previous Course Code & Title:	Coaching Strategies: Developing People to Resolve Conflict CCR111
Course First Offered:	October 2010

# of Credits:	1.5
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Course Description:

This course will benefit anyone, and be of particular interest to leaders, helpers and conflict resolution professionals. This unique form of dispute resolution places the onus on the client to resolve their own conflicts. Conflict coaching participants will learn how to apply resolution theory and conflict coaching skills so that clients can effectively and proactively deal with their differences, whether applied to personal, workplace or community settings. The skills and applications learned during this introduction to conflict coaching provide participants with practical, effective methods to reduce the impacts of conflict and collaboratively build strategies for sustainable resolutions.

Course Goal(s):

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

- Understand the core concepts of conflict coaching
- Effectively coach others to resolve conflicts.
- Deliver coach-like feedback to others

Learning Outcomes:

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

1. Define conflict coaching premises and methodology.
2. Identify when and how conflict coaching is appropriate within the conflict intervention continuum.
3. Strategize how to prepare both the coach and the client for conflict coaching.

4. Utilize a conflict coaching model for building client clarity and capacity.
5. Distinguish coaching from consulting and maintain a conflict coaching relationship.
6. Design with the client; goals, focus and parameters of conflict coaching.
7. Develop a conflict coaching skills toolbox, and use as a basis when helping others in conflict.
8. Use listening and powerful questioning skills to support achievement of conflict coaching goals.
9. Build sustainable agreements for continued actions and success.

Course Topics/Content:

- Defining conflict coaching
- Choosing conflict coaching as a dispute resolution intervention: when, where, how?
- Fundamentals of conflict coaching
- The Process of Conflict Coaching – an interactive model
- Core conflict coaching skills - applications in real time.
- Developing client capacity – a new framework for looking at troubling issues.
- Building sustainable outcomes.

Text and Resource Materials:

Required: Conflict Coaching Level I

Recommended:

Course Level:

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

Equivalent Course(s) within the JIBC: None

Class Delivery Methods:

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion	14			
Simulation/Lab	7			
Practicum/Fieldwork				
Online				
Correspondence				
Total Class Hours	21			

Comments on Delivery Methods:

Course Grading System:

<input type="checkbox"/>	Letter Grades	<input type="checkbox"/>	Percentage	<input checked="" type="checkbox"/>	Pass/Fail
<input type="checkbox"/>	Complete/Incomplete	<input type="checkbox"/>	Attendance Only		

Passing Grade:	Pass
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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: Participation: Class 40 % Simulation 60%

Other Course Guidelines, Procedures and Comments:

1 or 2-Day Course: Learners must attend the full course to receive credit.

3, 4 or 5-Day Course: Learners who miss more than 7 hours of classroom time must repeat the entire course at their own expense. Learners who miss less than 7 hours of classroom time will receive a status of “no credit granted” for the course on their learner record. This status can be updated to “credit granted” by attending Use It or Lose It Clinic.

All Courses: If the course involved a coached skills-practice simulation, the learner must complete the simulation, or they will receive a status of “no credit granted” for the course on their student record. This status can be upgraded to “credit granted” by attending a Use It or Lose It Clinic.

Course Outline Changes: All changes to course outlines communicated to learners in class.

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.