

Justice Institute of British Columbia
COURSE OUTLINE

Course Code:	CCR191
Course Title:	Conflict Coaching Level II
Prerequisite Courses:	CCR100 (formerly CR110A) or CCR101 (formerly CR110B), CCR131
School:	Community and Social Justice
Division/Academy/Centre:	Conflict Resolution
Previous Course Code & Title:	N/A
Course First Offered:	November 2010

# of 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 goal focus will be discussed as integral to creating effective resolutions.

Course Goal(s):

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 CCR131.

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 and Resource Materials:

Required:

Conflict Coaching Level II

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:

Letter Grades	Percentage	X	Pass/Fail
Complete/Incomplete	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: Criterion-referenced evaluation.

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 role-play, the learner must complete the role-play, 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.