

Justice Institute of British Columbia
COURSE OUTLINE

Course Code:	CCR200
Course Title:	Resolving Conflict on the Front Line: Demonstrating Leadership at Work
Prerequisite Courses:	CCR100 (formerly CR110A) or CCR101 (formerly CR110B), and CCR170 (formerly CR260)
School:	Community and Social Justice
Division/Academy/Centre:	Centre for Conflict Resolution
Previous Course Code & Title:	CR128-Conflict on the Front Line: Leaders as Conflict Resolvers
Course First Offered:	June 1, 2008

# of Credits:	1.5
----------------------	------------

Course Description:

All members of organizations are expected and often required to handle workplace conflicts effectively, yet this can be a challenging task. This course will give you knowledge and skills for assessing workplace conflict, determining whether a collaborative process or a more formal intervention process is needed and choosing the best intervention approach. You will practice analysing workplace conflicts, and using a collaborative process to intervene as a third party. You will learn to demonstrate leadership in addressing conflict ways that move all people involved towards mutually agreeable solutions.

Course Goal(s):

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

- Facilitate the resolution of workplace conflicts cooperatively using a collaborative conflict resolution process.

Learning Outcomes:

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

1. Describe the sources, costs, benefits and dynamics of organizational conflict.
2. Identify the range of organizational responses to conflict and the spectrum of intervention processes.
3. Demonstrate self-assessment of strengths and challenges as a leader in responding to organizational conflict.

4. Analyze a specific organizational conflict situation and select an appropriate collaborative intervention process.
5. Plan and prepare for the intervention.
6. Use a collaborative conflict resolution process to intervene effectively in an organizational conflict.

Course Topics/Content:**Day One:**

Workplace conflict: perspectives and organizational responses

- Conflict: Destructive or Constructive?
- What Are the Destructive Costs of Conflict?
- Auditing the Indirect and Direct Costs of Conflict: A Worksheet Analysis
- What Are the Benefits of Conflict in Organizations?
- Factors Contributing to Workplace Conflict
- Dispute resolution approaches
- Dispute Resolution Continuum
- Methods of Resolving and Managing Conflict

Leadership abilities for resolving conflict

- Assessing Situational Appropriateness
- Leadership and Conflict Resolution Competencies
- Assessing Personal Appropriateness for Intervening

Day Two:

Intervening collaboratively in workplace conflict

- Preparing to Intervene:
- Collaborative Intervention Approaches
- The Collaborative Intervenor

Selecting the Right Collaborative Process

- Informal Discussion:
- Informal Negotiation:
- Coaching:
- Informal mediation:
- Facilitated Group Dialogue:

A Collaborative Intervention Model

- Stage 1: How will we talk together?
- Stage 2: What will we talk about?
- Stage 3: What is important and why?
- Stage 3 Goals: Building Understanding and Identifying Interests
 - How to build understanding
 - How to identify interests
- Stage 4: What do we do next?

Basic communication skills for collaboration

- Questioning
- Acknowledgment and Empathy
- Clarifying Assumptions
- Summarizing
- Assertive Expression

Day Three:

- Final day scenario analysis, intervention preparation and role-play with video recording.

Text and Resource Materials:

Required:

Centre for Conflict Resolution. (2006). *Conflict on the Front Line: Leaders as Conflict Resolvers, Second Edition*. New Westminster: Justice Institute of BC.

Crawley, J. & Graham, K. (2002). *Mediation for Managers: Resolving Conflict and Rebuilding Relationships at Work – Chapter “Working With The Parties Separately” and “The Mediation Approach”*. London, UK: Nicholas Brealey Publishing.

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
-----------------------	------

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. All components must be completed to a satisfactory level.

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.

Problem solving

State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.

Communication, oral and written

Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.

Interpersonal relations

Know and manage oneself; recognize and acknowledge the needs and emotions of others including those with diverse backgrounds and capabilities.

Leadership

Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.

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.

Independent learning

Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.

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.