

**Justice Institute of British Columbia
COURSE OUTLINE**

Course Code:	CCR511
Course Title:	Engaging Conflict Consciously: Expanding Emotional and Conflict Intelligence (Blended)
Prerequisite Courses:	Baccalaureate degree, JIBC Certificate in Conflict Resolution or equivalent
School:	Community and Social Justice
Division/Academy/Centre:	Conflict Resolution
Previous Course Code & Title:	N/A
Course First Offered:	Fall 2011

# of Credits:	3.0
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Course Description:

This course offers the opportunity for the open-ended exploration of the nature of conflict as a core, primary element of the human condition. Within this context, you will begin (for some) and/or continue (for others) your own thoughtful, heartfelt, in-depth and reflective inquiry into the nature of conflict as a catalyst for increasing conscious engagement in the world.

You will join in a community of learning in which you will be encouraged to challenge your own beliefs about conflict and its relationship to being human while remaining open to having your beliefs challenged by others.

Course Goal(s):

To be able to effectively join with others in conflict in a shared act of finding deeper meaning within the conflict experience. This “deeper meaning” will potentially lead to a richer and fuller understanding of self and self in connection with others. You will increase your capacity for accomplishing this by:

- Working with others to increase their ability to genuinely “meet” the other with whom they are in conflict with an intention to fearlessly and non-defensively communicate.
- Engaging with and facilitating others in full engagement in difficult (conflict) conversations which foster deeper meaning and understanding of ourselves, our relationships and our evolving social context.
- Purposefully and intentfully co-creating processes that will support others to “sit in the fire” long enough to discover the potential for “eureka!” moments that are to be found as conflict evolves (Conflict Evolution).

Learning Outcomes:

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

1. Communicate the experience of conflict as a primary, core element of the human condition while demonstrating the ability to support others in that shared experience.
2. Support others as they struggle to “make sense” of conflict while they learn to embrace it and assimilate it into their emotional, psychological and spiritual evolution.
3. Engage with more emotional intelligence (EQ) while gaining practical insights for “growing” emotional intelligence upon the ground of conflict (CQ).
4. Learn what it means to co-create processes and ways of communicating that result in conversations that foster mutual influence and mutual “knowing”.
5. Guide others, as practitioners (mediators), in their pursuit of conversations that foster a shift from anger-provoking judgment to compassionate, mutual understanding.
6. Support others to experience Conflict Resolution as an integral part of Conflict Evolution.
7. Facilitate others in their experience of conflict as a potentially "optimizing force" in their lives.

Course Topics/Content:

- The relationship between conflict, conflict intelligence (CQ) and emotional intelligence (EQ)...conflict as the richest environment for “growing” emotional intelligence; planting the “seeds” transparently.
- The difference between conflict resolution and its practice and conflict evolution and its practice and the dynamic relationship between the two.
- “Plumbing the depths” of your own inner experience of conflict as a means for supporting others in that same quest.
- The integral relationship between conflict, change and transition....how we can support ourselves and others in living change and transition as the constants they are. Managing the inherent resistance.
- Learning what it is to become increasingly “conflict intelligent” (CQ).
- The practice of facilitating conflict evolution within a socio-cultural/socio-psychological environment that encourages or assumes “doing” something with it (resolve it, avoid it, win it, etc.).
- Facilitating “sitting in the fire”. The role of open-ended, compassionate inquiry in the face of the barriers the conflict experience can create, particularly fear.
- The Continuum of Listening - What are the internal and external experiences of Active Listening, Empathic Listening, Generous Listening and compassionate listening (compathic listening)? What does it mean to listen with your whole being? When do we move from listening to *being* with the other?
- Tools for expanding perspective: Metaphor, Acting “as if”, and Creating doubt and uncertainty.
- Anam Cara...Contradictions – John O’Donohue

Days One and Two: 2-day retreat

Conflict as a core element of the human condition – there will be pre-work, both individual and in 3-way conversations via the Conversationsonconflict.com blog. The overall goal of the pre-work is to experience an individual and reflective internal conversation along with a reflective conversation with peers. Both conversations are intended to build a foundation for working with conflict as a natural and inherent element of human nature.

Within the 2 days, cohort members will experience what it can be like to psychologically, emotionally, physically and spiritually be with conflict in ways that allow it to evolve and inform.

Also within the 2 days, students will begin to discover ways to translate their own experiences into concrete and replicable strategies for fostering trust and confidence in their clients' experience of conflict.

Day Three

Emotional Intelligence (EQ), Conflict Intelligence (CQ) and the dynamic nature of Conflict.

Day Four

The Meeting: what does it take for human beings in conflict to “meet” with one another while purposely and genuinely reducing their defensiveness and judgment for the sake of real heartfelt understanding?

Day Five

The act of “getting” your clients:

What is empathy and how is it achieved? What is compassionate empathy (compathy) and how is it achieved? What is it to really “get” another? What role does generous, authentic listening play? What is being with someone? How can listening become an exercise in mutual understanding? When does listening become an act of mutual understanding and mutual connection?

Day Six

Rumi's Guesthouse: Invite them all in...the diverse range of human emotions, that is. O'Donohue's concept of “Contradictions”

Conflict Evolution and Conflict Resolution – the dynamic relationship between the two

The assessment of learning will be accomplished through conversations that will occur on the [Conversationsonconflict](http://Conversationsonconflict.com) blog, exercises in self-reflection, the depth of class participation and the demonstration of the learner's capacity for supporting others in the development of Emotional and Conflict Intelligence (EQ and CQ) developed while participating in the course. This demonstration will consist of behaviours intended to reduce/diminish fear and, in turn, increase a client's ability to engage openly, non-defensively and non-judgmentally.

Text and Resource Materials:
Required:

Course Manual: Engaging Conflict Consciously: Expanding Emotional and Conflict Intelligence, Version 1 2011

Course Reader: comprised of various articles

Recommended:
Course Level:

	First Year		Second Year		Third Year		Fourth Year
X	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	28			
Simulation/Lab	14			
Practicum/Fieldwork				
Online				
Correspondence				
Total Class Hours	42			

Comments on Delivery Methods:

- There is an online component which spans this course. There are no credit hours attributed to the online component but participation in it is mandatory and it is a weighted component in terms of the graded portion of this course.
- Pre-course on-line conversation forum.
- Face-to-face delivery.
- Readings and assignments to take place outside of classroom hours.

Course Grading System:

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

Passing Grade:	C
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Evaluation Activities and Weighting:

Final Exam	%	Assignments	20%	Project	20%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	20%	Other	%
Quizzes/Test	%	Simulations	40%	Practicum	%	TOTAL	100%

Comments on Evaluation Activities and Weighting:

- Pre-course on-line conversation forum
- Role play (or role play debrief) evaluation
- Reflective work and exercises
- Attendance & depth of participation
- Assignment due dates must be met or marking penalties will be applied.

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.