

## OFFICIAL COURSE OUTLINE

<b>Course Code:</b>	CRES-1101
<b>Short Title:</b>	Foundations of Conflict Resolution: Workplace
<b>Long Title:</b>	Foundations of Collaborative Conflict Resolution: Workplace Focus
<b>Prerequisites:</b>	None
<b>Co-requisites:</b>	None
<b>School:</b>	Health, Community and Social Justice
<b>Division/Academy/Centre:</b>	Centre for Conflict Resolution
<b>Previous Code &amp; Title:</b>	CCR101 – Foundations of Collaborative Conflict Resolution: Workplace Focus
<b>Course First Offered:</b>	June 1, 2008

<b>Credits:</b>	1.5
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### Course Description

Dealing effectively with workplace conflicts is a key competency for success in any job. This foundation course offers you effective and practical tools for resolving conflicts collaboratively in the workplace. Through examination of the sources of conflict attitudes and beliefs, conflict styles, and the role of assumptions and emotions, you will gain an overview of conflict dynamics and collaboration strategies. This highly participatory course emphasizes self-awareness and understanding through structured exercises and simulations. A flash drive will be provided for you to record your role-play on the final day of the course. This course is equivalent to CRES-1100 (CCR100). Students must take either CRES-1100 or CRES-1101 as a prerequisite for other required courses in the certificates.

### Course Goals

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

- Approach the resolution of workplace conflicts cooperatively and collaboratively.

### Learning Outcomes

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

1. Identify factors – personal, cultural, societal – that shape beliefs and behaviours in conflict.
2. Analyze advantages and disadvantages of different conflict styles and describe the appropriate uses of each.
3. Describe the components of a collaborative approach to resolving conflict in interpersonal relationships.
4. Describe underlying beliefs, goals and conditions that support collaborative conflict resolution.
5. Use a collaborative process that includes opening, identifying, exploring and closing to hold a conflict resolution dialogue.
6. Clarify assumptions in interpersonal conflict.
7. Demonstrate a balance of both listening and talking in a conflict resolution dialogue.
8. Assess personal effectiveness in conflict resolution and your impact on others.

### Course Topics/Content

- Personal, cultural and societal beliefs about conflict.
- Conflict metaphors.
- Conflict styles.
- Collaborative and adversarial approaches to conflict.
- Principles of collaboration.
- Overview of collaborative process for resolving interpersonal conflict.
- Managing the conflict.
- Opening the conflict resolution conversation.
- Identifying the issues to be discussed.
- Exploring each person's point of view.
- Clarifying assumptions.
- Closing the conversation.

### Text & Resource Materials

**Required:**

Centre for Conflict Resolution. (2017). *Collaborative Conflict Resolution, 15<sup>th</sup> edition*. New Westminster: Justice Institute of BC.

Learners must bring an electronic or hard copy of this manual to class. The electronic version of the manual is available at <https://video.jibc.ca>. For a hard copy learners may print their own or purchase a copy through the JIBC Store.

**Recommended:**

Deutsch, M. (2006). Cooperation and Competition. In Deutsch, M., Coleman, P. & Marcus, E. (Eds.) *The Handbook of Conflict Resolution: Theory and Practice, Second Edition*. San Francisco, CA: Jossey-Bass.

### Equivalent JIBC Courses

N/A

Instructional Method(s) <i>(select all that apply)</i>	Hours
<input checked="" type="checkbox"/> Direct Instruction (lecture, seminar, role plays, independent study, etc.)	21
<input type="checkbox"/> Supervised Practice (includes simulations & labs)	
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	
<b>Total</b>	<b>21</b>

## Course Evaluation

The evaluation criteria used for this course are represented below. Specific course evaluation information will be provided by the instructor at the start of the course.

<b>Criterion</b>	<b>% of Final Grade</b> (may be represented as a range)
Course work (activities, assignments, essays, reports, etc.)	
Quizzes and exams	
Simulations/Labs	60%
Attendance/Participation (in class or online)	40%
Practice Education/Internships	
<b>Total</b>	<b>100%</b>

### Comments on Evaluation

Criterion-referenced evaluation.

## Course Grading Scheme\*

JIBC1 (A to F)     
  JIBC2 (MAS/NMA)     
  JIBC3(CM/IN)     
  JIBC4 (P/F)

(\* <http://www.jibc.ca/policy/3304> Grading policy)

## Other Course Guidelines, Procedures and Comments

Learners must attend the full course to receive credit.

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/about-jibc/governance/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.
- Globally minded:** Self-aware of own identity and culture, recognize the interconnectedness of world events and issues; interact respectfully and authentically across cultures; value multiple perspectives; utilize curiosity to learn with and from others.
- 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 ourselves; recognize and acknowledge the needs and emotions of others including those with diverse cultures, 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.