THE LEADERS ROLE IN RESOLVING CONFLICT
LEAD6253

Course Outline (workshop)

Description: This course is designed to help leader’s proactively prevent conflict, and, where conflict does arise, to constructively address issues. The course includes skills and models for giving feedback, using emotional intelligence to de-escalate conflict, choosing one’s approach to handling different conflicts, and interest-based conflict resolution.

Course Goals: To provide participants with the concepts and skills to effectively manage conflict as leaders in their organizations.

Objectives:

- Discover why understanding and leading through conflict is an essential leadership skill.
- Change your perspective on conflict to avoid escalation, reduce your stress and put you in a position to be a constructive conflict resolver.
- Take a proactive approach to minimize conflict by giving prompt feedback and avoiding others’ trigger points.
- Choose your approach to conflict (e.g. stand firm or negotiate) based on the situation not your habits.
- Calm others down and bring out the best in them in conflict situations.
- Develop and hone your skill in understanding differences and addressing issues in a proactive, constructive ways to create positive outcomes and sustain relationships.

Topics

- How do leaders cause or contribute to conflict (perhaps unintentionally)
- Giving positive and negative feedback
- Thomas Kilmann conflict handling modes – how to choose your approach
- Shifting from positions to interests
- Circle of Conflict
- The importance of sustaining others’ dignity
- Drawing out the best in others in conflict situations by:
  - Shifting perspective to improve non-verbal communication
  - Active listening skills
  - Empathy

Texts: Course manual is provided at the start of the course

Attendance Requirements:

Students are required to attend 100% of class time in order to receive a completion for this course. A grade report can be printed from myWCS.

Code of Student Conduct

This course outline is a sample only and is subject to change.
The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed, and set out the disciplinary procedures that the University will follow. For the complete Code of Student Conduct: http://www.uwo.ca/univsec/board/code.pdf

**Course Schedule:** Two consecutive days from 9 am to 4 pm

**Day One**
- Introductions and Learning Objectives
- Dispute Resolution Continuum
- What Do Leaders Do That Causes or Contributes to Conflict
- Giving Positive and Negative Feedback
- Thomas Kilmann Conflict Handling Modes
- Shifting From Positions to Interests

**Day Two**
- Circle of Conflict
- Dignity
- Micro-Inequities and Micro-Affirmations
- Bringing Out the Best in Others:
  - Perspective Shifts to Improve Non-Verbal Communication
  - Case study – Dead Maples
  - Listening Skills
  - Empathy

**Evaluation Method:**

As part of the course/instructor evaluation, a survey will be sent to you electronically by Continuing Studies. You will be asked the following questions. Please consider these throughout the course.

1. How would you rate your overall experience?
2. Please indicate your agreement with the following statements:
   a. The course content was relevant and valuable.
   b. The instructor conducted class sessions in an organized, well-planned manner.
   c. The instructor explained concepts clearly.
   d. The instructor displayed enthusiasm and energy in conducting class sessions.
   e. The instructor made me feel comfortable in the learning environment.
   f. The instructor encouraged my participation and interaction.