



Conflict Management

INSTITUTE FOR PROFESSIONAL AND EXECUTIVE DEVELOPMENT

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UNIT SPECIFICATION



Designed in England,
United Kingdom

Unit Title

Conflict Management

Credit value

The credit value for this unit is 30

30 credits equivalent to 300 hours of teaching and learning
(10 hours is equivalent to 1 credit)

Guided learning hours (GLH) = 50 hours

GLH includes lectures, tutorials and supervised study. This may vary to suit the needs and requirements of the learner and/or the approved centre of study.

Directed learning = 50 hours: This includes advance reading and preparation, group study, and undertaking research tasks.

Self-managed learning = 200 hours: This includes completing assignments and working through the core and additional reading texts. It also includes personal research reading via other physical and/or electronic resources.

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Learning outcome Learner will:	Assessment criteria Learner can:
1.0 Understand the principles of conflict management	1.1 Explain the meaning of conflict management. 1.1.1 Define conflict in general context, and also in the context of protective organizational safety. 1.1.2 Evaluate the use of communication skills in conflict management. 1.2 Discuss the need for effective conflict management in the organization. 1.2.1 Describe what a comprehensive organizational conflict resolution system should support. 1.3 Explore the impact of human factors in conflict situations. This includes: 1.3.1 Human responses in conflict situations. 1.3.2 Fight and flight. 1.3.3 Triggers in conflict situations. 1.3.4 Use of inhibitors in conflict situations.

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Learning outcome Learner will:	Assessment criteria Learner can:
2.0 Understand practical measures that can be used in managing conflicts.	Give an account on the following: 2.1 Give an account on how to recognise, assess and reduce risks relating to conflict situations. This includes: 2.1.1 Proactive conflict management actions. 2.1.2 Stages of escalation in conflict situations. ○ Application of knowledge of stages of escalation in conflict management. 2.1.3 Dynamic risk assessment. ○ TACT model 2.1.4 Assessing specific aspects of threat. ○ SEW model 2.1.5 Maintaining position and space. 2.1.6 Showing non-aggression. 2.1.7 Escape exit. 2.2 Discuss the use of communication as a tool in conflict management. This includes: 2.2.1 Definition of communication. Explanation of the elements that make up communication. 2.2.2 Barriers to communication and possible solutions. ○ Types of barriers: (-) Physical barriers; (-) Psychological barriers.

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Learning outcome Learner will:	Assessment criteria Learner can:
3.0 Understand key issues relating to organizational conflict resolution.	3.1 Discuss the main approaches to organizational safety (organizational safety model) in the private sector. These include: <ul style="list-style-type: none">○ Enforcement Model○ Observe and Report (“hands-off”) model○ Protection Model○ Observe, Report, Advise and Protect (ORAP) model 3.2 Give an account on conflict resolution misalignment; implications and solutions. 3.3 Discuss how organizational reputation can be protected in conflict situations or resolution. 3.3.1 Defend a case for organizational reputation protection in conflict resolution. 3.3.2 Evaluate the importance of maintaining a solid business reputation. 3.3.3 Explore reputation protection strategies in conflict management.

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Learning outcome Learner will:	Assessment criteria Learner can:
4.0 Understand key issues relating to verbal conflict resolution.	4.1 Discuss the nature and significance of verbal strategies in conflict resolution. 4.2 Evaluate the social power types that influence the conflict resolution process. These include: <ul style="list-style-type: none">○ Legitimate power○ Referent power○ Coercive power○ Reward power○ Expert power○ Physical power○ Ethical/moral power 4.3 Give an account on the use of verbal tactics in conflict management. 4.3.1 Discuss the process of negotiating subject cooperation (NSC). 4.3.1.1 Evaluate the primary verbal tactics used in negotiating subject cooperation. These include: <ul style="list-style-type: none">○ Command presence○ Dialogue○ Verbal commands 4.4 Give an account on interpersonal field conflict dynamics and their impact on the conflict resolution process. This includes: <ul style="list-style-type: none">○ Definition of interpersonal field conflict dynamics.○ Examination of the two most important interpersonal field conflict dynamics, and the use of verbal tactics respectively therein. 4.4.1 Discuss the DEACONS approach, i.e., the seven steps to negotiating subject cooperation. This includes: <ul style="list-style-type: none">○ Dialoguing with the subject

	<ul style="list-style-type: none">○ Explaining the nature of the conflict○ Asking for cooperation○ Context○ Options and outcomes○ Negotiating a settlement○ Settling with the subject <p>4.5 Discuss communication strategies that can be used to deal with verbal aggression. This includes:</p> <ul style="list-style-type: none">○ Definition of verbal aggression.○ Tips for security personnel to effectively manage verbal abuse.○ When to apply protective action during verbal aggression.○ Practical strategies that can be used by security personnel to deal with verbal aggression.
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Learning outcome Learner will:	Assessment criteria Learner can:
5.0 Understand key issues relating to physical conflict resolution.	5.1 Discuss the use of protective active action in conflict resolution. <ul style="list-style-type: none">○ Explain the meaning of protective action.○ Evaluate the use of protective action in relation to subject resistance levels. 5.1.1 Examine the three board categories of circumstances under which physical subject contact is justified. 5.2 Give an account on the guidelines that can be followed by security personnel in determining the best protective action option in any given situation. These include: <ul style="list-style-type: none">○ Objective criteria.○ Subject/security personnel interaction factors.○ Security personnel/subject interaction factors.○ Subject behavioural factors.○ Environmental conditions.○ Other personnel considerations. 5.3 Evaluate the subject resistance (SR) levels and possible protective actions that can be used for each level. These include: <ul style="list-style-type: none">○ Level 1: Non-assaultive (cooperative or resistive)○ Level 2: Assaultive○ Level 3: Life-threatening assault 5.4 Give an account on how to successfully deal with immediate physical threats.

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Recommended learning resources

Indicative reading	<p>Commercial Conflict Management and Dispute Resolution by Peter Fenn; 2011 ISBN: 978-0415578288</p> <ul style="list-style-type: none">• For a full list of textbooks and publications relevant to this unit, please contact IPED - UK.
Study manual	<ul style="list-style-type: none">• A comprehensive IPED study material is available to aid in learning and research of this unit.• We supply IPED course materials free of charge. Our study materials, which offer quick learning start, are comprehensive, use simple English, and are easy to read and understand. The contents are so sufficient and self-explanatory; that in majority of cases readers do not require further support; although support is always available when you need it.