

Unit 1: Managing Conflict in the Workplace when Dealing with Customers, Service Users or the Public

Guided learning hours: 14

Unit aim

This unit is intended for people who need a knowledge of conflict management when dealing with conflict with customers, service users or the public.

Unit introduction

This unit covers how to avoid and manage conflict situations. It is applicable in a range of roles where there is direct contact with customers, service users and the general public. The unit includes how communication skills can be used both to avoid conflict and to resolve problems once conflict has been defused. It then considers the factors that influence human responses in a conflict situation, for example triggers and inhibitors, and moves on to ways in which to assess and reduce risks in conflict situations. The unit also covers how communication skills can be used to de-escalate conflict and post-incident issues, such as support and the importance of sharing good practice.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

- 1 Know how communication can be used to solve problems and reduce the likelihood of conflict
 - 1.1 State the importance of positive communication as a way of reducing the likelihood of conflict
 - 1.2 Identify how managing customer expectations can reduce the likelihood of conflict
 - 1.3 Identify the differences between assertiveness and aggression
 - 1.4 State the importance of viewing a situation from the customer's perspective
 - 1.5 Identify strategies that can be used to solve problems
- 2 Know the factors that influence human responses in conflict situations
 - 2.1 Identify human responses to emotional or threatening situations
 - 2.2 Identify factors that can trigger an angry response in others
 - 2.3 Identify factors that can inhibit an angry response in others
- 3 Know how to assess and reduce risks in conflict situations
 - 3.1 Identify the stages of escalation in conflict situations
 - 3.2 State how to apply dynamic risk assessment to a conflict situation
 - 3.3 State the importance of following employer policies and guidance in conflict situations
 - 3.4 Identify measures that can reduce risks for people who may be involved in conflict situations
- 4 Know how to communicate effectively and de-escalate conflict in emotive situations
 - 4.1 Identify how to use non-verbal communication in emotive situations
 - 4.2 Identify how to overcome communication barriers in emotive situations
 - 4.3 Identify ways of defusing emotive conflict situations
 - 4.4 Identify how to work with colleagues to de-escalate conflict situations
 - 4.5 State the importance of providing exit routes and space when dealing with an angry person
- 5 Know good practice to follow after conflict situations
 - 5.1 State the importance of accessing help and support following an incident
 - 5.2 Identify the benefits of reflecting on and learning from conflict situations
 - 5.3 Identify the benefits of sharing good practice and contributing to solutions to recurring problems

Unit 2: Delivering Scenario-based Conflict Management Training

Guided learning hours: 22

Unit aim

This unit is intended for people who will be delivering scenario-based training in conflict management.

Unit introduction

This unit allows trainee-tutors to apply their knowledge of conflict management to allow them to teach it effectively in a scenario-based approach. They will learn about the principles and benefits of scenario-based conflict management training and about how to plan and design effective session plans and scenarios. They will then have learned about how to deliver an effective training session, including debriefing participants afterwards, which they will have to put into practice by delivering a session that they have designed.

Finally, trainee-tutors will learn about different methods of evaluating effectiveness. They will have the opportunity to put all of this into practice, being assessed on their ability to design and deliver a session plan and scenario, and afterwards to evaluate their own effectiveness.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

- 1 Understand the principles of scenario-based conflict management training
 - 1.1 Explain the principles of scenario-based learning
 - 1.2 Explain the benefits of scenario-based learning
- 2 Be able to plan and design scenario-based conflict management training
 - 2.1 Design effective session plans that apply the principles of scenario-based learning
 - 2.2 Design effective scenarios
 - 2.3 Justify the design of session plans and scenarios
- 3 Be able to deliver scenario-based conflict management training
 - 3.1 Deliver an effective session that applies the principles of scenario-based learning
 - 3.2 Maintain a positive and safe learning environment which promotes interactive learning
 - 3.3 Facilitate interactive and participative learning involving the whole group
 - 3.4 Debrief participants to provide maximum learning for the whole group
 - 3.5 Describe different methods that can be used to verify that learning has been effective
- 4 Know how to evaluate own performance
 - 4.1 Evaluate effectiveness of own delivery
 - 4.2 Evaluate effectiveness of session plans
 - 4.3 Evaluate effectiveness of scenarios

Distance / Guided learning – All Materials Pre-Prepared for You!

If you choose to do your Conflict Management Award with us you will be given all of the resources required to complete the vast majority of the work required for all of Unit 1 and part of Unit 2 by distance learning. The documentation for all of the learning requirements above has been already

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produced for you. Including resource material and links to appropriate web-resources where appropriate to help you complete each task effortlessly and with ease.

Teaching Practice and Micro-Teaching

Teaching practice is not a requirement to achieve the unit in this qualification other than as micro-teaching for assessment purposes. Candidates should be involved in at least one 30-minute micro-teaching session, which should be observed and assessed by a member of the delivery team as well as the learner.

This can be achieved on the 5 day residential [BTEC Level 3 Advanced Restraint & Breakaway Instructors Qualifying Course](#)