

DEFINITION OF THE EVALUATION DOMAIN

Adult General Education

Sociovocational Integration

SVI-3033-1

MANAGING CONFLICTS IN THE WORKPLACE

February 2018

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Introduction

The Definition of the Evaluation Domain (DED) ensures consistency between a course and the related evaluation instruments. The DED is used to select, organize and describe the essential and representative elements of the course. The DED is based on the program of study and the course, but should by no means replace them in the planning of instructional activities.

All the DEDs produced after June 30, 2014, by the Ministère de l'Éducation et de l'Enseignement supérieur (MEES) are prescriptive. Consequently, they are the reference documents to be used in the development of all examinations, be they ministerial or those developed by adult education centres or by Société GRICS (BIM). The DEDs thus serve as a model for preparing multiple equivalent versions of examinations that are valid across the province.¹

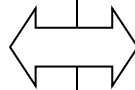
In addition, as set out in the *Policy on the Evaluation of Learning*, adult learners must know what they will be evaluated on and what is expected of them.² The DEDs and the criterion-referenced rubrics (contained in the evaluation instruments) may be used for this purpose.

1 Québec, Ministère de l'Éducation du Québec, *Policy on the Evaluation of Learning* (Québec: Gouvernement du Québec, 2003), 47.

2 *Ibid.*, 9.

Evaluation Content

General Information	
<p>Broad Area of Learning</p> <ul style="list-style-type: none"> • World of Work <p>Subject area</p> <ul style="list-style-type: none"> • Working Life <p>Class of situations</p> <ul style="list-style-type: none"> • Managing conflicts in the workplace 	<p>Program of Study</p> <ul style="list-style-type: none"> • Sociovocational Integration <p>Course</p> <ul style="list-style-type: none"> • Managing Conflicts in the Workplace
Essential Elements Targeted by the Evaluation	
<p>Deals competently with real-life situations that involve managing conflicts in the workplace</p>	<p>Categories of Knowledge</p> <ul style="list-style-type: none"> • Emotional aspects of conflicts in the workplace • Characteristics of conflicts in the workplace • Methods to resolve conflicts in the workplace • Characteristics of a work team • Company's expectations regarding conflict management in the workplace • Change he/she wants to make in terms of managing conflicts in the workplace • Action plan regarding managing conflicts in the workplace
Evaluation Criteria	
<p>Evaluation Criteria for the Competency</p> <ol style="list-style-type: none"> 1. Resolves conflicts appropriately in the workplace 2. Manages his/her conflicts in the workplace 	<p>Proficiency in Essential Knowledge</p> <p>Proficiency in essential knowledge presupposes its acquisition, understanding, application and mobilization, and is therefore linked with the evaluation criteria for the competencies.</p>



Explanation of the Evaluation Content

Evaluation Criteria

The evaluation criteria are stated exactly as in the course.

Information Clarifying the Evaluation Criteria

1. Resolves conflicts appropriately in the workplace
 - Uses methods conducive to resolving conflict in the workplace
2. Manages his/her conflicts in the workplace
 - Determines the change he/she wants to make in terms of managing his/her conflicts in the workplace
 - Draws up an action plan to achieve the desired change

Proficiency in Essential Knowledge

Proficiency in essential knowledge is assessed through the evaluation of competencies, using tasks related to the evaluation criteria.

Weighting

The weighting assigned to the competency is 100%.

The weighting of the evaluation criteria appears in the assessment tools provided in the *Correction and Evaluation Guide*. Adult learners must be made aware of the evaluation criteria used to evaluate them and the corresponding weighting of each criterion.

Knowledge

At a minimum, the examination must cover the following knowledge:

Categories of Knowledge	Knowledge
Methods to resolve conflicts in the workplace	<ul style="list-style-type: none"> • Using conflict resolution strategies • Putting results into perspective • Applying decision-making methods • Choosing conflict-prevention strategies
Change he/she wants to make in terms of managing conflicts in the workplace	<ul style="list-style-type: none"> • Determining the change he/she wants to make • Clearly and precisely stated change that can be achieved within a specific time frame
Action plan regarding managing conflicts in the workplace	<ul style="list-style-type: none"> • Means for achieving desired change • Internal and external resources • Deadlines • Possible pitfalls and obstacles • Alternative solutions

The examination must also cover at least one element of knowledge from each category of knowledge in the following table:

Categories of Knowledge	Knowledge
Emotional aspects of conflicts in the workplace	<ul style="list-style-type: none"> • Conflict triggers • Intensity of emotions • Roles of emotions • Expression of emotions
Characteristics of conflicts in the workplace	<ul style="list-style-type: none"> • Types of conflicts in the workplace • Causes of conflicts in the workplace • Possible reactions • Fluctuation factors
Characteristics of a work team	<ul style="list-style-type: none"> • Common goal • Interactions between team members • Types of leadership • Roles and responsibilities of team members • Levels of participation
Company's expectations regarding conflict management in the workplace	<ul style="list-style-type: none"> • Formal expectations • Informal expectations

Specifications for the Evaluation Instruments

Examination: Number of Parts, Sections, Procedure and Duration

The examination may be administered in one or two parts, at a time deemed appropriate by the teacher.

The teacher determines the duration of the examination, according to the instrument(s) used. In total, no more than three hours may be allotted for the evaluation of this course, not including observation periods or time taken to prepare for an oral presentation. The adult learner must be informed of the duration of the examination, or of part of the examination, ahead of time.

Examination Content

The examination as a whole must allow the teacher to assess the two evaluation criteria.

The examination, or part of the examination, may be completed in writing, orally, or in action. It may take the form of:

- an observation period to see the adult learner in action
- the presentation of a production, for example, a research paper, a logbook, a portfolio
- a questionnaire
- a table
- a case study
- an interview
- a role-playing activity
- a simulation
- an oral presentation

In all cases, the teacher must make a judgment at the end of the course. This judgment must be supported by the teacher's observations of the adult's actions during the course.

The teacher must recognize the adult's production(s) as authentic.

Information-Gathering Tools

The information-gathering tools are selected by the teacher according to the type of examination administered.

Authorized Materials

The teacher will prepare a list of permitted materials for the examination and, if necessary, will specify which materials are required.

Assessment Tools

For the evaluation of the competency to deal competently with real-life situations that involve managing conflicts in the workplace, the criterion-referenced rubric is the assessment tool used by the teacher. In criterion-referenced interpretation, the information gathered is compared with the outcomes expected of the adult learner.³ The rubrics are appended to the *Correction and Evaluation Guide* and include the following rating scale:

- Excellent
- Very good
- Good
- Weak
- Very weak

Pass Mark

The pass mark is 60% for each of the evaluation criteria, which corresponds to level “Good” in the criterion-referenced rubric. The result for the competency must be expressed as a “Pass” or “Fail.”

Retakes

The adult learner may retake the part(s) of the examination he or she failed.

³ Québec, Ministère de l'Éducation, *Policy on the Evaluation of Learning* (Québec: Gouvernement du Québec, 2003), 28-29.

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