

Justice Institute of British Columbia
COURSE OUTLINE

Course Code:	CCR170
Course Title:	Negotiation Skills Level I
Prerequisite Courses:	CCR100 (formerly CR110A) or CCR101 (formerly CR110B)
School:	Community and Social Justice
Division/Academy/Centre:	Conflict Resolution
Previous Course Code & Title:	CR260-Negotiation Skills Level I
Course First Offered:	June 1, 2008

# of Credits:	1.5
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Course Description:

In this course, you will learn to prepare for negotiations, assess your alternatives, build a climate of collaboration, get beyond stubborn positioning and develop agreements that work for both sides. Negotiation skills are essential in daily interactions with others. Traditional approaches to negotiation promote competitive tactics, often resulting in unsatisfactory outcomes for one or both negotiators. Collaborative or interest-based negotiation aims for agreements that respond to the interests of both parties. Emphasis is on skill development through simulated negotiations assisted by trained coaches. A videotape or DVD will be provided for you to record your role-play on the final day of the course.

Course Goal(s):

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

- Use a collaborative interest-based negotiation process to achieve mutually satisfactory outcomes in two-party, one or two issue, low conflict negotiations where there is substantial common ground.

Learning Outcomes:

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

1. Define interest-based negotiation.
2. Differentiate between issues, interests and positions.
3. Differentiate between interest-based and positional negotiating.
4. Determine situations in which negotiation is appropriate.
5. Develop a strategy to prepare for interest-based negotiation.

6. Express collaborative intent and establish a collaborative process.
7. Clarify and frame issues.
8. Use basic empathy, asserting, paraphrasing, summarizing and questioning to build understanding.
9. Identify and use interests of both parties as a basis for negotiating and developing options.
10. Describe how objective criteria can be used in a negotiation.
11. Use a problem-solving process that supports interest-based (collaborative) negotiation.
12. Display an increasing level of self-awareness regarding own effectiveness as a negotiator.

Course Topics/Content:

- Methods of dispute resolution.
- Power in negotiation.
- Alternatives to negotiation.
- Characteristics of effective negotiators.
- Model of interest based negotiation.
- Preparation.
- Stage 1: Setting the framework and establishing a collaborative atmosphere
- Stage 2: Clarifying the issues
- Stage 3: Exploration
- Stage 4: Building agreement
- Communication skills: Questioning, alternatives to questions, assertive expression and summarizing.
- Supporting and sustaining collaborative negotiation.

Text and Resource Materials:

Required:

Zaiser, Dale and Haddigan, Karen. (2002). *Negotiation Skills Level I, Tenth Edition*. New Westminister: Justice Institute of BC.

Recommended:

Fisher, Roger and Ury,William. (1992). *Getting to Yes, Second Edition*. Penguin Books.

Cohen, Steven P. (2002). *Negotiation Skills for Managers*. McGraw Hill.

Course Level:

X	First Year		Second Year		Third Year		Fourth Year
	Graduate		Other (describe):				

Equivalent Course(s) within the JIBC: None

Class Delivery Methods:

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion	14			
Simulation/Lab	7			
Practicum/Fieldwork				
Online				
Correspondence				
Total Class Hours	21			

Comments on Delivery Methods:
Course Grading System:

	Letter Grades		Percentage	X	Pass/Fail
	Complete/Incomplete		Attendance Only		

Passing Grade:	Pass
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Evaluation Activities and Weighting:

Final Exam	%	Assignments	%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	40%	Other	%
Quizzes/Test	%	Simulations	60%	Practicum	%	TOTAL	100%

Comments on Evaluation Activities and Weighting: Criterion-referenced evaluation.

Other Course Guidelines, Procedures and Comments:

1 or 2-Day Course: Learners must attend the full course to receive credit.

3, 4 or 5-Day Course: Learners who miss more than 7 hours of classroom time must repeat the entire course at their own expense. Learners who miss less than 7 hours of classroom time will receive a status of “no credit granted” for the course on their learner record. This status can be updated to “credit granted” by attending Use It or Lose It Clinic.

All Courses: If the course involved a coached skills-practice role-play, the learner must complete the role-play, or they will receive a status of “no credit granted” for the course on their student record. This status can be upgraded to “credit granted” by attending a Use It or Lose It Clinic.

Course Outline Changes: All changes to course outlines communicated to learners in class.

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/programs-courses/jibc-calendar/student-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.

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 oneself; recognize and acknowledge the needs and emotions of others including those with diverse 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.