

Justice Institute of British Columbia
COURSE OUTLINE

Course Code:	CCR280
Course Title:	Negotiation Skills Level II
Prerequisite Courses:	CCR100 (formerly CR110A) or CCR101 (formerly CR110B), and CCR190 (formerly CR200), CCR180 (formerly CR250) and CCR170 (formerly CR260)
School:	Community and Social Justice
Division/Academy/Centre:	Conflict Resolution
Previous Course Code & Title:	CR360-Negotiation Skills Level II
Course First Offered:	June 1, 2008

# of Credits:	2.5
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Course Description:

This advanced course builds on Negotiation Skills Level I – CCR170 (formerly CR260) to apply an interest-based approach to more complex negotiations. You will learn about negotiator assertiveness and style, identifying and responding to competitive tactics, assessing power dynamics and resolving impasses. As CCR280 (formerly CR360) is the final prerequisite course for Assessment: Negotiation – ACCRN299 (formerly CR950), coaches' feedback on your role-playing will be based on the assessment role-playing criteria. For certificate candidates, it is strongly recommended that you take CR360 near the end of your certificate. You must complete CCR280 (formerly CR360) before scheduling your negotiation assessment. 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 5-day (35-hour) course, the learner will be able to:

- Use a collaborative interest-based process to negotiate mutually satisfactory outcomes in complex and/or multi-issue and/or contentious negotiations.

Learning Outcomes:

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

1. Identify power dynamics in a negotiation and use power to support a collaborative approach.
2. Maintain a collaborative negotiation stance in an adversarial atmosphere.
3. Maintain a collaborative stance in responding to resistance and defensiveness.

4. Manage multi-issue agendas.
5. Communicate by reframing, refocusing and limit setting when appropriate.
6. Differentiate among substantive, psychological and procedural interests as well as common, complementary and competing interests.
7. Use interests and objective criteria to build agreements.
8. Describe specific strategies to use when facing impasse.
9. Display an increasing level of self-awareness regarding own effectiveness as a negotiator.

Course Topics/Content:

- Interest-based negotiation model.
- Stage 1: Setting the framework.
- Stage 2: Clarifying the issues.
- Stage 3: Exploration and building understanding.
- Stage 4: Building agreement.
- Personal qualities of good negotiator
- Negotiation skills inventory
- Alternatives to negotiating
- Negotiating preparation guide.
- Cultural and personal style.
- Negotiation climates
- Setting the agenda
- Using interests to negotiate
- Managing negotiation challenges.
- Competitive and collaborative styles in action.
- Shifting focus.
- Managing the emotional climate.
- Inviting a shift.
- Trust and coercive tactics.
- Power.
- Building agreement.
- Communication skills including: Questioning, summarizing, assertive expression, refocusing, reframing, limit setting.

Text and Resource Materials:

Required:

Course Manual: *Negotiation Skills Level II Eighth Edition*. New Westminster: Justice Institute of BC.

Recommended:

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

Ury, William. (1993). *Getting Past No: Negotiating your Way from Confrontation to Co-operation*. Bantam Books: New York.

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	21			
Simulation/Lab	14			
Practicum/Fieldwork				
Online				
Correspondence				
Total Class Hours	35			

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.

Problem solving

State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.

Communication, oral and written

Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.

Interpersonal relations

Know and manage oneself; recognize and acknowledge the needs and emotions of others including those with diverse backgrounds and capabilities.

Leadership

Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.

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.

Independent learning

Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.

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.