

**Justice Institute of British Columbia**  
**COURSE OUTLINE****Course Code: INDC202****Course Title: Designing Consultation and Engagement Processes****Prerequisite Courses: INDC100, INDC201****Recommended: CCR100 or 101****School: SCSJ****Division/Academy/Centre: Centre for Leadership****Previous Course Code & Title: N/A****Course First Offered: June 2013**

<b># of Credits:</b>	<b>1.5</b>
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**Course Description:**

Well-designed consultation and engagement processes lay the foundation for successful change initiatives and strategic development efforts, including community programs, customer services and government policies. They also provide information and develop and engage staff, clients, citizens and communities.

In this course, you will explore theories and principles of consultation and engagement, and their practical application. You will also learn best practices for designing effective consultation processes. You will analyze a variety of consultation and engagement approaches and their efficacy in various contexts, including online engagement methods and strategies for involving hard-to-reach populations. You will leave the course with an engagement or consultation process designed for your organization or community.

The practical nature of the course, supported by explorations of theory, makes this course suitable for anyone responsible for, or interested in, facilitating or designing multi-stakeholder consultation processes in government, corporate or community settings.

This course is one of two final required courses in the Certificate in Advanced Facilitation and Consultation. Along with completing pre-readings before the class, you are required to complete a graded capstone assignment. Your capstone project is a plan for an engagement or consultation

process that you design for your organization or community and will be due approximately 5 weeks after class ends. You will receive more information about the capstone in class.

**Course Goal(s):** By the end of this course, you will be able to design multi-stakeholder consultation processes that are inclusive, participatory and outcome oriented.

**Learning Outcomes:**

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

1. Analyze the links between engagement and decision-making or program design
2. Articulate the value of stakeholder engagement
3. Develop approaches to overcoming barriers for involving hard-to-reach populations
4. Evaluate a variety of consultation and engagement methods and determine their efficacy for specific situations
5. Select appropriate multi-stakeholder facilitation techniques for specific settings
6. Synthesize the needs for a specific setting and design an appropriate consultation process
7. Evaluate and measure your engagement from planning to implementation

**Course Topics/Content:**

- Principles and theories of consultation and engagement
- Negotiation vs. consultation vs. engagement
- Designing a participatory process
- Involving hard-to-reach populations
- In-person methods (e.g. World Café, charrettes, etc.)
- Online engagement methods
- Defining roles and responsibilities
- Creating space for functional conflict
- Linking to next steps (program development, organizational change, public policy, etc)
- Evaluating a project and measuring results

**Text and Resource Materials:**

**Required:** Assigned Pre-readings

**Recommended:**

**Course Level:**

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

**Equivalent Course(s) within the JIBC:**
**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				
Practicum/Fieldwork				
Online	7			
Correspondence				
<b>Total Class Hours</b>	21			

**Comments on Delivery Methods:**

This course uses a blend of online learning and in class face-to-face delivery. Learners will attend a two day face-to-face session, immediately followed by four weeks online component of the course.

The face-to-face session includes large/small group discussions and lectures.

The online component includes required weekly small group meetings, discussions followed by a concise individual exercise.

**Course Grading System:**

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

<b>Passing Grade:</b>	C
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**Evaluation Activities and Weighting:**

Final Exam	%	Assignments	%	Project	%	Capstone Project	70%
Midterm Exam	%	Portfolio	%	Participation	30%	Other	%

Quizzes/Test	%	Simulations	%	Practicum	%	TOTAL	100%
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**Comments on Evaluation Activities and Weighting:**

The learner's capstone project is the design of an engagement or consultation process for their organization or community.

Participation in in-class and online exercises is an integral component of the learner's evaluation.

**Other Course Guidelines, Procedures and Comments:**

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.

**Independent learning**

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

**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.