

<b>Course Code:</b>	INDC-1402
<b>Short Title:</b>	Consultation and Engagement Processes
<b>Long Title:</b>	Designing Consultation and Engagement Processes
<b>Prerequisites:</b>	INDC-1100, INDC-1250
<b>Co-requisites:</b>	N/A
<b>School:</b>	School of Health, Community and Social Justice
<b>Division/Academy/Centre:</b>	Centre for Leadership
<b>Previous Code &amp; Title:</b>	INDC202 – Designing Consultation and Engagement Processes
<b>Course First Offered:</b>	June 2013

<b>Credits:</b>	1.5
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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 Goals

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, the learner 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 approaches 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 functioning conflict
- Linking to next steps (program development, organizational change, public policy, etc.)
- Evaluating a project and measuring results

### Text & Resource Materials

**Required:** Assigned Pre-readings

### Equivalent JIBC Courses

Instructional Method(s) <i>(select all that apply)</i>	Hours
<input checked="" type="checkbox"/> Direct Instruction (lecture, seminar, role plays, independent study, etc.)	21
<input type="checkbox"/> Supervised Practice (includes simulations & labs)	
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	
<b>Total</b>	21

### Course Evaluation

The evaluation criteria used for this course are represented below. Specific course evaluation information will be provided by the instructor at the start of the course.

Criterion	% of Final Grade <i>(may be represented as a range)</i>
Course work (activities, assignments, essays, reports, etc.)	70%

Quizzes and exams	
Simulations/Labs	
Attendance/Participation (in class or online)	30%
Practice Education/Internships	
<b>Total</b>	<b>100%</b>

### Comments on Evaluation

### Course Grading Scheme\*

- JIBC1 (A to F)     
  JIBC2 (MAS/NMA)     
  JIBC3 (CM/IN)     
  JIBC4 (P/F)

(\* <http://www.jibc.ca/policy/3304> Grading policy)

### 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/about-jibc/governance/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:

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| <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Critical thinking:</b> Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.</li> <li><input type="checkbox"/> <b>Communication, Oral and written:</b> Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.</li> <li><input type="checkbox"/> <b>Leadership:</b> Inspire individuals and teams to reach their potential by embracing</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Problem solving:</b> State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.</li> <li><input type="checkbox"/> <b>Interpersonal relations:</b> Know and manage ourselves; recognize and acknowledge the needs and emotions of others including those with diverse cultures, backgrounds and capabilities.</li> <li><input type="checkbox"/> <b>Inter-professional teamwork:</b> Understand and work productively within and between groups, respect others' perspectives and</li> </ul> |
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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.
- Globally minded:** Self-aware of own identity and culture, recognize the interconnectedness of world events and issues; interact respectfully and authentically across cultures; value multiple perspectives; utilize curiosity to learn with and from others.

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.