

## OFFICIAL COURSE OUTLINE

<b>Course Code:</b>	CRES-1170
<b>Short Title:</b>	Negotiation Skills Level I
<b>Long Title:</b>	Negotiation Skills Level I
<b>Prerequisites:</b>	CRES-1100 (formerly CCR100) or CRES-1101 (formerly CCR101)
<b>Co-requisites:</b>	None
<b>School:</b>	Health, Community and Social Justice
<b>Division/Academy/Centre:</b>	Centre for Conflict Resolution
<b>Previous Code &amp; Title:</b>	CCR170-Negotiation Skills Level I
<b>Course First Offered:</b>	June 1, 2008

<b>Credits:</b>	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 interest of both parties. Emphasis is on skill development through simulated negotiations assisted by trained coaches. A flash drive will be provided for you to record your role-play on the final day of the course.

### Course Goals

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 negotiations.
- 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.
- Supportive and sustaining collaborative negotiation

### Text & Resource Materials

#### Required:

Zaiser, Dale and Haddigan, Karen. (2002). *Negotiation Skills Level I, Tenth Edition*. New Westminster: 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.

### Equivalent JIBC Courses

N/A

Instructional Method(s) <i>(select all that apply)</i>	Hours
<input checked="" type="checkbox"/> Direct Instruction (lecture, seminar, role plays, independent study, etc.)	14
<input checked="" type="checkbox"/> Supervised Practice (includes simulations & labs)	7
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	
<b>Total</b>	<b>21</b>

## 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.

<b>Criterion</b>	<b>% of Final Grade</b> (may be represented as a range)
Course work (activities, assignments, essays, reports, etc.)	
Quizzes and exams	
Simulations/Labs	60%
Attendance/Participation (in class or online)	40%
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

Learners must attend the full course to receive credit.

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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|-----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> <b>Critical thinking:</b> Identify and examine issues and ideas; analyze and evaluate options in a | <input type="checkbox"/> <b>Problem solving:</b> State problems clearly; effectively and efficiently evaluate alternative |
|-----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|

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.
- 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.

solutions; choose solutions that maximize positive and minimize negative outcomes.

- Interpersonal relations:** Know and manage ourselves; recognize and acknowledge the needs and emotions of others including those with diverse cultures, 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.