OFFICIAL COURSE OUTLINE

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

Credits: 1.5

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:


Recommended:


Equivalent JIBC Courses

N/A

<table>
<thead>
<tr>
<th>Instructional Method(s)</th>
<th>Hours</th>
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<tbody>
<tr>
<td>☒ Direct Instruction (lecture, seminar, role plays,</td>
<td>14</td>
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<tr>
<td>independent study, etc.)</td>
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<tr>
<td>☒ Supervised Practice (includes simulations &amp; labs)</td>
<td>7</td>
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<tr>
<td>☐ Practice Education, Field Placement, Internship or Co-op</td>
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Total 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.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>% of Final Grade (may be represented as a range)</th>
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<tbody>
<tr>
<td>Course work (activities, assignments, essays, reports, etc.)</td>
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<tr>
<td>Quizzes and exams</td>
<td></td>
</tr>
<tr>
<td>Simulations/Labs</td>
<td>60%</td>
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<tr>
<td>Attendance/Participation (in class or online)</td>
<td>40%</td>
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<tr>
<td>Practice Education/Internships</td>
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<tr>
<td><strong>Total</strong></td>
<td>100%</td>
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Comments on Evaluation

Course Grading Scheme*

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


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](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](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:

- **Critical thinking:** Identify and examine issues and ideas; analyze and evaluate options in a
- **Problem solving:** 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.