

OFFICIAL COURSE OUTLINE

Course Code:	CRES-1270
Short Title:	Negotiation Skills Level II
Long Title:	Negotiation Skills Level II
Prerequisites:	CRES-1100 (Formerly CCR100) or CRES-1101 (formerly CCR101), and CRES-1190 (formerly CCR190), CRES-1180 (formerly CCR180) and CRES-1170 (formerly CCR170)
Co-requisites:	None
School:	Health, Community and Social Justice
Division/Academy/Centre:	Centre for Conflict Resolution
Previous Code & Title:	CCR360 –Negotiation Skills Level II
Course First Offered:	June 1, 2008

Credits:	2.5
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Course Description

This advanced course builds on Negotiation Skills Level I (CRES-1170) 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 CRES-1270 is the final prerequisite course for Assessment: negotiation – CRES-1561 (formerly ACCRN299), 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 CRES-1270 at the end of your certificate. You must complete CRES-1280 before scheduling your negotiation assessment. 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 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 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 & 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.

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.)	21
<input checked="" type="checkbox"/> Supervised Practice (includes simulations & labs)	14
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	
Total	35

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.)	
Quizzes and exams	
Simulations/Labs	60%
Attendance/Participation (in class or online)	40%
Practice Education/Internships	
Total	100%

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:

- Critical thinking:** Identify and examine issues and ideas; analyze and evaluate options in a 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.
- Problem solving:** State problems clearly; effectively and efficiently evaluate alternative 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.