

LONG SIGNATURE SHEET



UNC CHARLOTTE

Proposal Number: MBA 9-04-08
 Proposal Title: New Graduate Course Proposal: Negotiation and Conflict Management
 Originating Department: MBA Program + Management Department

TYPE OF PROPOSAL: UNDERGRADUATE _____ GRADUATE X UNDERGRADUATE & GRADUATE _____

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
2.3.09	2.3.09	2.3.09	APPROVED	<u>DEPARTMENT CHAIR</u> DR. PETER DAVIS, MGMT DEPT CHAIR
2.4.09	2.9.09	2.24.09	APPROVED	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u> DR. STEVE OTT, GARC CHAIR
				<u>TEACHER EDUCATION COMMITTEE CHAIR</u> (Teacher Education Program proposals only)
2.24.09	2.24.09	2.24.09	APPROVED	<u>COLLEGE FACULTY CHAIR</u> DR ALAN SHIAO, ASSOC DEAN
2.25.09	2.25.09	2.25.09	APPROVED	<u>COLLEGE DEAN</u> DR JOSEPH MAZZOLA, DEAN
				<u>UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR</u> (for undergraduate courses)
				<u>GRADUATE COUNCIL CHAIR</u> (for graduate courses)
				<u>FACULTY GOVERNANCE SECRETARY</u> (noting Faculty Council approval on Consent Calendar)
				<u>FACULTY EXECUTIVE COMMITTEE</u> (if decision is appealed)

University of North Carolina at Charlotte

New Graduate Course

Course and Curriculum Proposal from: MBA Program and Management Department

Establishment of New MBA Course: Negotiation and Conflict Management

A. PROPOSAL SUMMARY AND CATALOG COPY.

SUMMARY. The MBA Program and Management Department proposes to add a new elective course to the MBA curriculum: MBAD 6165

PROPOSED CATALOG COPY.

MBAD 6165. Negotiation and Conflict Management. (3)

Negotiation is the art and science of securing agreement between two or more independent parties. Conflict management involves resolving situations where the interests of two or more parties differ. This course will involve developing a repertoire of skills and techniques for negotiation and conflict management to develop a systematic and positive approach for negotiating with multiple stakeholders. Case studies, readings and simulations will be used.

(Yearly)

B. JUSTIFICATION.

1. Recent changes in society, the world economy, and the way people work have made negotiation and conflict management skills more important to a manager's success than ever. The challenges are legion: dealing with history's most diverse work force, doing business with customers who tell you how to run your business, negotiating with foreign counterparts with whom you share a technical language, but with whom you can't negotiate a win/win deal unless you know what "winning" means to them. These are not just issues of corporate concern, they are of increasing importance to personal success as well.
2. Restricted to admitted MBA students only or by permission of the Director of the MBA.
3. Similar to other MBA electives, the course is delivered at the 6000 level
4. The course addresses a need in the MBA program's management elective offerings. This course is offered by many MBA programs as an optional elective for students to choose. Several nationally competitive programs require this course of all MBA students.

C. IMPACT.

1. Students served by this course will be MBA students seeking a free elective or intending to pursue a Management concentration.
2. It is anticipated that this course will be taught once per year in the fall semester. The material covered does not overlap with other courses offered by the department. This course will complement the other management elective courses offered, as typically at least 2 management electives are offered each fall and spring. Anticipated enrollment would be 20-25 students per offering when it is offered once per year. It has been previously offered in spring 2008 and fall 2008 with enrollment of 20 in the spring for the first offering and 12 in the fall for the second offering. The student evaluations for spring 2008 were outstanding (4.78/5.00 compared to 4.32/5.00 for MBA courses in general). Since we typically only offer electives once per year, and we planned to offer it regularly in the fall semesters, we elected to offer it again even though we anticipated that enrollment would not be as strong since it was just offered the previous semester. The course would need to be added to the Management Concentration list in the catalog.

D. RESOURCES REQUIRED TO SUPPORT PROPOSAL.

1. New faculty teaching this course must be appointed to the graduate faculty and hold sufficient academic training (terminal degree in management, law, or equivalent) and/or professional experience as evaluated by the Management Department Chair. Dr. S. Douglas Pugh would be the primary faculty member delivering this course. He taught the course as a special topic in spring 2008 and fall 2008. He is also offering a version for the MBA in Sports Marketing and Management (MBAS 6374) in fall 2008.
2. Physical Facility - no added resources are required.
3. Equipment and Supplies – no added resources are required.
4. Computer – no added resources are required.
5. Audio-Visual – no added resources are required.

E. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS/UNITS

1. Please see the Consultation of Library Holdings document attached.
2. The MBA Program and Management Department have developed this course proposal.

F. ATTACHMENTS

1. Please see the attached syllabus from Dr. Pugh's fall 2008 offering of the course as a special topic.

TO: CHRISTOPHER CUNNINGHAM
FROM: JEANIE M. WELCH, BUSINESS REFERENCE LIBRARIAN
DATE: SEPTEMBER 4, 2009
SUBJECT: MBAD 70-90-U81

Mr. Cunningham:

I have reviewed the proposal for MBAD 70-90-U81, Special Topics: Negotiation and Conflict Management and find library holdings to be adequate. We have both of the texts listed in the course proposal. Below are the results for the number of book titles listed in the online catalog under the following subjects with publication dates from 2003 to the present:

Negotiation	18
Negotiation in business	32 (includes various subheadings, e.g., Negotiation in business—China)
Conflict management	67 (includes various subheadings, e.g., Conflict management—Handbooks, manuals, etc.)

In terms of periodical holdings, the library provides access to the following periodicals in an electronic format:

Group Decision and Negotiation

Journal of International and Area Studies

Negotiation

I also did a subject search for scholarly articles in *Business Source Premier*, our major database for business-related publications, and found the following number of citations for articles published from 2003 to the present:

Negotiation	471 articles
Conflict management	1462 articles

MBAD 70-90-U81
SPECIAL TOPICS: NEGOTIATION AND CONFLICT MANAGEMENT
Wednesday 5:30 – 8:15
Mint Uptown
Fall 2008

Professor S. Douglas Pugh

Friday 310 B

704-687-7625

www.belkcollege.uncc.edu/sdpugh [find link here to course website]

sdpugh@uncc.edu

Negotiation is the art and science of securing an agreement between two or more interdependent parties. Conflict management involves resolving situations where the interests of two parties differ. Recent changes in society, the world economy, and the way people work have made negotiating and conflict management skills more important to a manager's success than ever. The challenges are legion: dealing with history's most diversified work force, doing business with customers who tell you how to run your business, negotiating with foreign counterparts with whom you may share a technical language, but with whom you can't negotiate a win/win deal unless you know what "winning" means to them. These are not just issues of corporate concern. They are of increasing importance to your personal success.

By participating in this course, you will realize how pervasive and important negotiation is. You will learn a repertoire of negotiating skills and techniques. You will develop a systematic and positive approach to negotiating with colleagues, bosses, client groups, other stakeholders, and external groups of all kinds.

Course Objectives:

The objective of this course is to help you develop the negotiation skills needed to meet the challenges faced by today's executives. This course integrates the experiential and intellectual learning components of negotiation. First, it will help you develop the sophistication to analyze bargaining and conflict relationships, and to learn (through class discussion and self-assessment) about your own individual "bargaining styles."

Second, using various techniques, this course will help you understand:

- the basic elements of negotiation
- when to reach a deal and when to walk away
- how to negotiate in teams
- how to negotiate with multiple opponents
- how to serve as an effective third party in negotiations
- how to handle international negotiations

Texts:

1. Fisher, Ury, and Patton, *Getting to Yes* (2nd edition). New York: Penguin Books.
2. Thompson, Leigh. *The Mind and Heart of the Negotiator*. Upper Saddle River, NJ: Prentice Hall.

Evaluation:

Exam 1: 20%

Participation:20%

Live negotiation:20%

Post-negotiation analyses (2):20%

Final exam:20%

Course Requirements:

1. Exams. There will be two exams in the course, consisting of short answer and essay questions.
2. Participation. Students are expected to participate in all the class exercises and discussions. Participation is evaluated on the following criteria:
 - Preparation for the exercises, as reflected in your familiarity of the material, and your completion of pre-exercise planning documents. Starting on the 2nd week of class, you are required to submit a planning document at the beginning of each class (unless otherwise indicated, see syllabus schedule). A form will be put on the course website. Negotiations are won and lost not at the table, but away from the table, and preparation in advance is how you win. Documents are graded on a check (meets expectations) or check minus (below expectations) scale.
 - Quality of performance on the exercise.
 - Quality of participation in the feedback and discussion portion of the class.
3. Post-negotiation diagnoses (10% each). Post-diagnoses provide an opportunity for you to reflect on your negotiation performance. Your report must be a maximum of 4 double spaced, 12 point font pages. The report should include analysis—not just description, of the negotiation exercise, and should have the following sections:
 - Agreement. What agreements, if any, were reached. How beneficial was this agreement to you, to the other parties?
 - Process: what happened. How was the agreement or impasse reached?
 - Critical conceptual analysis. What concepts that we've been reading about were demonstrated by the exercise? How exactly do they apply? What other exercises we've done, or things you have experienced, illustrate the same concept? [note that this should be the main focus of your report]
 - What did you learn about yourself or other people in the exercise?
 - If you had the chance to do the negotiation over, what would you do differently, and why?

4. Live Negotiation. Sometime during the course, you must actually go out and conduct a "live" negotiation. The substance of this negotiation may be anything of value and a major purchase, something related to a job or employment search, relations with peers or coworkers, etc. The following rules apply:

- You must negotiate for something nontrivial (i.e., you should care how the negotiation turns out).
- The opponent(s) may not be another student in this class or the instructor.
- The opponent(s) must not be aware either before or during the negotiation that the negotiation will be used to satisfy course requirements.
- You should articulate a strategy beforehand.
- If at all possible, you should try to interview your opponent and/or observers about the negotiation after it is over.

Students must write a short paper on the "live" negotiation exercise. The paper must be no longer than 8 double-spaced pages. Your task in this paper is to describe your reactions, perceptions, impressions, or significant insights gained from participation in or reflection on the negotiation. You may talk about yourself or the behavior of other people, and you may want to address some or all of the following points:

- Briefly, what happened in the negotiation? What was your goal? -- provide a brief overview of key events.
- What did you learn about yourself from this experience?
- What did you learn about the behavior of others from this experience?
- How does this experience compare to others that you have had in similar or comparable circumstances?
- What did you learn about bargaining or conflict from this situation?
- How do the concepts in the lectures or readings enrich your understanding of the process of this negotiation and its outcome? [the "meat" of the paper is here]
- What would you do the same or do differently in the future, or how would you like to behave in order to perform more effectively?

The purpose of the paper is to encourage thoughtful analysis and understanding of the negotiation, and to encourage use of theory and research presented in readings and lectures. Although there are many creative formats for papers, a good paper usually includes the following elements:

- an introduction
- a statement of the goal and the planning and preparation that took place
- an objective description of the actual events that occurred
- an analysis of those events
- a discussion of what could or should have been done differently, and why
- integration of readings, theory, and concepts as appropriate
- a statement of "lessons learned" for the future
- a summary self-evaluation of your own negotiation style, strengths, and

weaknesses.

Attendance Policy

This course is almost entirely experiential. You are expected to attend all class meetings and participate in every negotiation exercise. If you miss a class, you must provide a reasonable excuse, and you must let me know in advance (true emergencies are the exception). You may miss one class if you provide me with advanced notice so that I can structure the negotiations appropriately. More than one absence will result in the drop of a letter grade for the course. This policy may be waived, but only in extreme circumstances (e.g., you are very, very sick).

Academic integrity. Because one of my areas of interest and study is ethics in business, I am especially sensitive to issues of lying, cheating, plagiarism, and other ethical violations. The UNC Charlotte code of student academic integrity expressly prohibits:

- A. Cheating
- B. Fabrication and falsification
- C. Multiple Submission
- D. Plagiarism
- E. Abuse of Academic Materials
- F. Complicity in Academic Dishonesty

If you are unfamiliar with the precise definitions of any of the above, you should review the UNCC Code of Student Academic Integrity (on the web at <http://www.uncc.edu/policystate/ps-105.html>).

Course Outline

Note: Readings are to be read **AFTER** the day's topic. Please do not read ahead.

Date	Topic	Class Activity	Readings/Assignments
Aug 27	Introduction	Personal Bargaining Style Inventory	MHN 1, GTY Ch1-2
Sept 3	Value Claiming Skills (distributive negotiations)	Negotiate New Recruit	MHN 2, 3
Sept 10	MBA Speaker		Westin, 601 S. College St
Sept 17	Integrative negotiations	Texoil	Turn in prep doc MHN 4, GTY Ch 3-5
Sept 24	Integrative negotiations	Moms.com	Turn in prep doc Finish GTY
Oct 1	Negotiating with Agents, Ethics	Bullard Homes	Turn in prep doc MHN 166-173, 222-229 Turn in Analysis of New Recruit, Texoil or Moms
Oct 8	Exam 1		
Oct 15	Dispute Resolution	Viking Investments	Turn in prep doc MHN 5
Oct 22	Influence and Emotion in Negotiations	No negotiation tonight	Chialdini MHN pages TBD
Oct 29	Mediation	Paradise Project Guest Speaker: Bill Trosch	Turn in prep doc Brett (see website)
Nov 5	Managing Conflict	Conflict style assessment	Reading given in class
Nov 12	Negotiating in Teams	Cascade Manor	Turn in prep doc MHN 206-221 & 230-240
Nov 19	Negotiating in Competitive Environment/Social Dilemmas	Negotiate Comparative Advertising	Prep in-class; no prep doc due MHN 11
Nov 26	Thanksgiving Break		
Dec 3	Cross cultural negotiations	Negotiate Mouse	Turn in prep doc Turn in Analysis of Viking Paradise, or Cascade
Dec 10	Reading Day: No Class		
Dec 17	Final Exam		

The Belk College of Business strives to create an inclusive academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.