

ROWAN COLLEGE  
CURRICULUM COMMITTEE



PROPOSAL TITLE: NEGOTIATING 0827.706

     UNDERGRADUATE      X GRADUATE        2   CREDIT HOURS

SPONSOR(S): Laurence R. Marcus

DEPARTMENT & TELEPHONE# Educational Administration Department  
Doctoral Program Development Team X-4702

CHECK ONE: X COURSE           MINOR PROGRAM           CONCENTRATION           SPECIALIZATION  
     ACHIEVEMENT CERTIFICATE           CERTIFICATION PROGRAM           MAJOR PROGRAM

STEP #1 (DEPARTMENT)	STEP #2 (RECEIPT)	STEP #3 (SCHOOL)
<input type="checkbox"/> APPROVED/DATE: <input type="checkbox"/> NOT APPROVED/DATE: <hr/> DEPT. CURRICULUM CHR.  <input type="checkbox"/> REVIEWED/DATE: <hr/> DEPT. CHR.	SCC# <u>95-96-28</u> DATE RECEIVED:    <u>Ronald J. Gordon</u> SENATE CURRICULUM CHR.	REVIEWED DATE: <u>11/21/95</u> <input checked="" type="checkbox"/> RECOMMEND TO APPROVE <input type="checkbox"/> RECOMMEND NOT TO APPROVE  FORWARD FOR OPEN HEARING <input type="checkbox"/> WITHOUT RESERVATIONS <input type="checkbox"/> WITH RESERVATIONS COMMENTS:   <u>Laurence R. Marcus</u> SCHOOL COMMITTEE CHR.

STEP #4 (ACADEMIC DEAN) <input checked="" type="checkbox"/> RECOMMEND <input type="checkbox"/> NOT RECOMMEND <input type="checkbox"/> CONDITIONALLY RECOMMEND (SEE COMMENTS) DATE & SIGNATURE, DEAN OF SCHOOL <u>Ronald J. Gordon</u>	COMMENTS:   <u>11/21/95</u>
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STEP #5 (SENATE CURRICULUM COMMITTEE) DATE OF OPEN HEARING <u>11/21/95</u> APPROVED BY SENATE CURRICULUM COMMITTEE (DATE) <u>11/21/95</u> <input type="checkbox"/> RETURNED TO SPONSOR(S) FOR THE FOLLOWING REASONS:   
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STEP #6 (SENATE) DATE PRESENTED TO SENATE <u>11/21/95</u> <u>    </u> APPROVED <u>    </u> NOT APPROVED NOTIFICATION TO EXECUTIVE VICE PRESIDENT/PROVOST (DATE) <u>11/21/95</u> SENATE CURRICULUM COMMITTEE CHAIR SIGNATURE/DATE <u>Ronald J. Gordon</u> <u>11/21/95</u>
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STEP #7 (EXECUTIVE VICE PRESIDENT/PROVOST)

DATE RECEIVED 12-4-95

APPROVED:  YES  NO

IF NO, REASONS ARE AS FOLLOWS:

STUDENT CREDIT HOURS 2

FACULTY LOAD HOURS 2

EQUALIZED CREDIT HOURS \_\_\_\_\_

OFFICIAL COPY & APPROVAL SHEET FILED (DATE) 12/5/95

SIGNATURE, EXECUTIVE VICE PRESIDENT/PROVOST [Signature]

REGISTRAR

DATE APPROVED COURSE DESCRIPTION RECEIVED 10 Jan 96

HEGIS TAXONOMY AND COURSE NUMBER ASSIGNED CS27-706

DATE/SIGNATURE OF REGISTRAR B. F. Kelly 16 Jan 96

NOTIFICATION FORWARD:

\_\_\_ SENATE CURRICULUM COMMITTEE CHAIRPERSON

\_\_\_ DEPARTMENT CHAIRPERSON(S)

\_\_\_ ACADEMIC DEAN(S)

\_\_\_ REGISTRAR

\_\_\_ SPONSOR(S)

## Course Proposal

### 1. Details

- a. Course Title: **Negotiating**
- b. Sponsors: Laurence R. Marcus, Educational Administration Department, and the Doctoral Program Development Team
- c. Credit Hours: 2
- d. Course Level: Doctoral
- e. Curricular Effect: Elective
- f. Prerequisites: Organizations as Cultures sequence
- g. Suggested time and scale of implementation: Spring 1
- h. Adequacy of present staff: As part of its 1994 action approving the Feasibility Study for the Doctoral Program in Educational Leadership, the Board of Trustees committed to a six FTE faculty complement. Existing faculty, along with six individuals who will be hired over a five year period, will teach in the program; the new faculty will teach both in the doctoral program and in other degree programs at the college.
- i. Short-term Evaluations: N/A -- new course

### 2. Rationale:

This course is part of a new Doctoral Program in Educational Leadership that was prepared in keeping with both the College's Strategic Plan to continue the development of the institution's mission and our Long Range Vision and Planning Paper which projects our near term evolution to a Carnegie Classification as Doctoral University II. The Doctoral Program has been planned to meet a documented need and demand for opportunities for advanced graduate education for leaders at all levels of the educational system in this region of the State. The program has been carefully designed to provide its graduates with the knowledge and abilities required for successful educational leadership in the years ahead.

In their interactions with the external environment, as well as within their organizations, leaders are responsible for creating mutual understanding and agreement. However, because they operate in a world where people and groups often have fundamental differences of opinion and increasingly act in accordance with what they perceive as their vested interest (rather than in accordance with an agreed upon common good), leaders do not simply achieve their goals as a result of the "power of the idea;" they must adeptly negotiate with those who hold differing positions. Budgets, new buildings, and policy direction are typical examples of matters that must be negotiated with the external

environment. Similarly, adapting to the external environment (by evolving the vision, taking new approaches, implementing new policies and programs, etc.) often requires internal negotiation. Further, great negotiating skill is often required in matters such as the internal allocation of resources and the determination staff salaries and benefits.

Skilled negotiators are better listeners, ask more questions, focus their arguments more directly, are less defensive, and have learned to avoid words that can irritate the other party. They are better at creating the open and trusting climate necessary for reaching an integrative solution. Leaders who are not capable in this regard will be constrained to act more politically to achieve their goals through coalition building; but even there it may take negotiation to form and maintain the coalition.

Among the goals of this course is the development of the student's capacity for self-reflection and reflective practice, as well as the ability to improve the effectiveness of educational settings for persons of diverse backgrounds. Integrated into the course are the development of research skills as they pertain to educational leadership and the incorporation of communications and instructional technology (as appropriate).

### 3. Essence of the Course:

a. Objectives of the course in relation to student outcomes: Students will learn the fundamentals of formal and informal negotiation, based on honesty and mutual support rather than on coercion or manipulation. Leaders must understand what they want from the negotiation as well as what they stand for so that they can clearly articulate their ideas; they must be able to understand what the other party wants, and; they must be able to propose action in a way that the other party can accept. Students will also learn what constitutes a good agreement.

#### b. Topical Outline/Content:

- (1) The importance and nature of negotiation
  - (a) Understanding the negotiation setting (competitive, cooperative, or mixed motive) and the challenges confronted by different situations
  - (b) Approaches to negotiation: distributive bargaining (seeking the greatest share of a fixed amount of resources -- a win-lose situation), and integrative bargaining (seek a settlement that can create a win-win solution)
  - (c) The negotiation cycle
  - (d) Negotiation outcomes (win-lose, simple compromise, win-win agreement, and failure to reach agreement) and the consequences of each
- (2) The dual concern model and the determinants of problem solving
- (3) Social norms and their impact on negotiation
- (4) Group processes in negotiation
- (5) Integrative negotiating strategy

- (a) Determining goals, limits, and demands
- (b) Understanding the other party's concerns
- (c) Reacting to the other party's behavior
- (d) Focusing first on the other party's interests, then on common interests, then on your own interests
- (e) Positioning yourself and your ideas
- (f) Overcoming obstacles
- (g) Suggesting solutions
- (h) Reaching lasting agreements

c. Grading and evaluation procedure of students: Students who have recently participated in a situation where negotiations occurred or who have access to such a situation that will conclude prior to the end of the course will undertake an analysis of the negotiation; others will write a research paper on a topic related to the course. All papers will be presented to the class. Students will also engage in a negotiation simulation, the results of which they will analyze.

d. Course evaluation: Student evaluations, departmental curriculum review, program review.

4. Results of Consultations:

The process of the development of the Doctoral Program included the advice and counsel of prominent external consultants, including Dr. Burt Nanus, one of the pre-eminent experts on leadership, and Dr. John Daresh, one of the most prominent reformers of preparation programs for educational administrators. Dr. Nanus recently retired from the University of Southern California, where he served as Professor of Management in the School of Business Administration and as director of research for USC's Leadership Institute. He was also director of the university's Center for Futures Research. He is the author of eight books, including the seminal work, *Leaders: The Strategies for Taking Charge*, which he co-authored with Warren Bennis. Dr. Daresh, also well-published, is chair of the Department of Educational Administration and Foundations at Illinois State University. He has been prominently involved in Danforth-funded projects to improve the preparation of principals and other educational leaders. For five years he served as co-director of the University Council for Educational Administration (UCEA) Center on Field Relations in Educational Administration Training Programs. Both consultants have reviewed and approved this course proposal.

**Catalogue Description**

This course focuses on the leadership role of creating mutual understanding and agreement among people and groups who may have fundamental differences of opinion. Students will learn the dynamics of the formal and informal negotiation processes, as well as what constitutes a good agreement.

**Prerequisite:** Organizations as Cultures sequence