

Kingdom of Saudi Arabia

Al Baha University

Faculty of Administrative and Financial Sciences

Business Administration

COURSE SPECIFICATION

Negotiation Management

16011707

2015

Course Specification

Institution	Al-Baha University
College/Department:	Faculty of Administrative and Financial Sciences Business Administration

A Course Identification and General Information

1. Course title:	Negotiation Management
Course Code:	16011707
2. Credit hours:	3
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)	Business Administration
4. Name of faculty member responsible for the course:	Dr Salih Mohammad Abulgasim
5. Level/year at which this course is offered	7 th Level 4th Year
6. Pre-requisites for this course (if any)	
7. Co-requisites for this course (if any)	
8. Location if not on main campus:	

B Objectives

<p>1. Summary of the main learning outcomes for students enrolled in the course.</p> <p>This course is an introduction to theories and application of negotiations within the structure of an organization. Students will learn and develop effective negotiation and mediation skills. The course will provide a conceptual framework to diagnose problems and promote agreement. Students will learn how to analyse negotiations and transactions between suppliers and customers to multi-party joint ventures and strategic alliances.</p>
<p>2. Briefly describe any plans for developing and improving the course that are being implemented. (eg increased use of IT or web based reference material, changes in content as a result of new research in the field)</p> <p>A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, and panels, conferencing, and performance. Methodology will be selected to best meet student needs.</p>

C. Course Description (Note: General description in the form to be used for the Bulletin or Handbook should be attached)

1 Topics to be Covered		
Topic	No of Weeks	Contact hours
Course Introduction Fundamentals of Negotiation Management in Organizations	1	3
Universal Functions of Negotiation's Strategic Role in Organizational Structure	2	6
Influence Strategy Decisions	2	6
Power Struggles, Evolution of Negotiation, Modern Negotiations	2	6
Ethical Negotiations	2	6

Exchange Process of Goods, Services, and Ideas in Profit and Not for Profit Markets	2	6
Specific Negotiations, Strategies, Segmentation, and Targeting	2	6
Current Technology in Negotiations and Mediation Practices	2	6

2 Course components (total contact hours per semester):			
Lecture: 45	Tutorial: Varies	Practical/Fieldwork/Internship: None	Other:

3. Additional private study/learning hours expected for students per week. (This should be an average :for the semester not a specific requirement in each week) None
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<p>4. Development of Learning Outcomes in Domains of Learning</p> <p>For each of the domains of learning shown below indicate:</p> <ul style="list-style-type: none"> • A brief summary of the knowledge or skill the course is intended to develop; • A description of the teaching strategies to be used in the course to develop that knowledge or skill; • The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.
<p>a. Knowledge</p> <p>(i) Description of the knowledge to be acquired</p> <p>Upon completion of course, students will be able to understand strategic skill to garner fair share of what is negotiated; understand common mistakes made by negotiators; understand own ethics and the ethics of others; understand issues related to diversity; understand negotiation theories which aid in the diagnosis and assist in the resolution of interpersonal and intergroup conflict; understand the role of a manager as a negotiator, intermediary, and problem-solver; understand agreement and collaboration with other people.</p>

(ii) Teaching strategies to be used to develop that knowledge

The basic instructional method will consist of interactive lecture, class discussion, and hands-on learning through class participation. Lectures will provide the framework for directing independent student learning activity and skills development. As such, students will be presented with relevant information, tasks and source material in lectures that will enable self-directed learning.

(iii) Methods of assessment of knowledge acquired

The student is required to respond to topic-related discussion questions after every chapter. These questions will be provided weekly. Grading of responses will be based on content and general to specific knowledge of information covered. Although a specific length is not mandated, responses should be well thought out and add value to the class discussion.

Assignments and examination questions will consist of problem-solution and objective type questions and will be derived from text and lecture material and class handouts.

b. Cognitive Skills

(i) Cognitive skills to be developed

Upon successful completion of this course, the student will be able to explain the universal functions of negotiations and conflict management's strategic role in the organizational structure; identify the interests and the positions of the parties that influence strategy decisions in local, national and international business negotiations; contrast modern negotiations and conflict management activities with the traditional and historical power struggles and evolution of negotiation as related to the digital/information age; relate negotiations and conflict management to the concept of the exchange process of goods, services, and ideas in profit and not-for-profit markets; identify possible negotiations and conflict management career opportunities.

(ii) Teaching strategies to be used to develop these cognitive skills

The basic instructional method will consist of interactive lecture, class discussion, and hands-on learning through class participation. Lectures will provide the framework for directing independent student learning activity and skills development. As such, students will be presented with relevant information, tasks and source material in lectures that will enable self-directed learning.

(iii) Methods of assessment of students cognitive skills

The student is required to respond to topic-related discussion questions after every chapter. These questions will be provided weekly. Grading of responses will be based on content and general to specific knowledge of information covered. Although a specific length is not mandated, responses should be well thought out and add value to the class discussion.

Assignments and examination questions will consist of problem-solution and objective type questions and will be derived from text and lecture material and class handouts.

c. Interpersonal Skills and Responsibility

(i) Description of the interpersonal skills and capacity to carry responsibility to be developed

Students will integrate processes of thinking, communication, leadership, and management in order to apply interpersonal relationships knowledge and skills. Students will also learn to evaluate effectiveness of communication processes, demonstrate leadership that encourages participation and respect for the ideas, perspectives, and contributions of group members; apply management, decision-making, and problem solving processes to accomplish tasks and fulfill responsibilities; examine interrelationships among thinking, communication, leadership, and management processes to address individual, family, community, and workplace issues. Students will develop and demonstrate ethical behavior that is appropriate for the business professional in today's society.

(ii) Teaching strategies to be used to develop these skills and abilities

The basic instructional method will consist of interactive lecture, class discussion, and hands-on learning through class participation.

(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility

Student's contributions to the topic-related discussions will be assessed by instructor who will lead, oversee, and/or facilitate class discussions. Instructor will assess students ability and willingness to apply standards of ethical behavior when making judgments or taking personal actions and demonstrate effective listening and feedback.

d. Communication, Information Technology and Numerical Skills

<p>(i) Description of the skills to be developed in this domain.</p> <p>Upon completion of the course the student will be able to effectively use communication and human relations knowledge and skills; analyse quantitative data; evaluate the use of resources, including time, money, materials, space, and personnel; organize and maintain files; effective use of information technology skills, including the use of internet resources and tools; develop a specific negotiations and conflict management plan/project applying strategies, segmentation, and targeting concepts to a specific good, service, or idea in a written and oral format; utilize current technology in researching relevant resources to identify/translate emerging products and services to improve negotiations and conflict management practices; develop ability to create value and execute deals that others might overlook; analyze the implications of globalization and technology on negotiations; Discuss the evolving nature of negotiation philosophies</p>
<p>(ii) Teaching strategies to be used to develop these skills</p> <p>The teaching strategies are lecture, discussion and problem solving oriented. Students will be encouraged to ask questions and provide comments as considered appropriate.</p>
<p>(iii) Methods of assessment of students numerical and communication skills</p> <p>The student is required to respond to topic-related discussion questions after every chapter. These questions will be provided weekly. Grading of responses will be based on content and general to specific knowledge of information covered.</p> <p>Assignments and examination questions will consist of problem-solution and objective type questions and will be derived from text and lecture material and class handouts.</p>
<p>e. Psychomotor Skills (if applicable) Not Applicable</p>
<p>(i) Description of the psychomotor skills to be developed and the level of performance required</p>
<p>(ii) Teaching strategies to be used to develop these skills</p>
<p>(iii) Methods of assessment of students psychomotor skills</p>

5. Schedule of Assessment Tasks for Students During the Semester			
Assessment	Assessment task (eg. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Quizzes	1-12	10%
2	Short Assignments	10-12	10%
3	Mid Exam	7	30%
4	Final Examination	17	50%

D. Student Support

1. Arrangements for availability of faculty for individual student consultations and academic advice. (include amount of time faculty are available each week)

Instructor will be available for student consultation and academic advice on weekdays during their Office hours. Additional assistance by appointment only.

E Learning Resources

<p>1. Required Text(s)</p> <p>Essentials of Negotiation (1997) Roy J Lewicki, David M. Saunders, Bruce Barry .. Prentice Hall</p>
<p>2. Essential References</p> <p>Conflict Management: A Practical Guide to Developing Negotiation Strategies, Barbara A. Budjac Corvette</p> <p>Mastering Business Negotiation : A Working Guide to Making Deals and Resolving Conflict by Roy J. Lewicki and Alexander Hiam</p>
<p>3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)</p> <p>Fortune Magazine Forbes Magazine Barons The Economist Business Week Wall Street Journal</p>

Harvard Business Review Human Resource Management Journal International Journal of Human Resource Management Personnel Review People Management Oxford English Dictionary <u>or</u> Collins Dictionary <u>and</u> a Thesaurus
4. Electronic Materials, Web Sites etc http://www.business.com/search/rslt_default.asp?vt=all&type=web&query=negotiations Textbook Online Learning Center with free student resources: http://highered.mcgraw-hill.com/sites/0072920378/student_view0/index.html
5- Other learning material such as computer-based programs/CD, professional standards/regulations Not Required

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (ie number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Lecture rooms, laboratories, etc.) Classes will be held in classroom and business computer lab and will accommodate approximately twenty-five (25) students
2. Computing resources. Not required
3. Other resources (specify --eg. If specific laboratory equipment is required, list requirements or attach list) Not required

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching Evaluations of performance and teaching effectiveness will be administered to the students at the end of the course. A questionnaire will be used in order to determine appropriateness of communication of course expectations (learning objectives), communication of course requirements (e.g., assessment), student perception of the quality of classroom teaching, adequacy of assessment feedback, and accessibility of learning resources and support.
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department Evaluations will be conducted by colleagues of the instructor who have expertise in the

<p>course/discipline. Evaluations will result from information obtained through classroom visits and review of course materials and instructional contributions.</p>
<p>3 Processes for Improvement of Teaching Instructor will conduct evaluations from a number of sources including, but not limited to, student questionnaires, peer reviews, department focus groups, and self-evaluations. Instructor will collect and respond to feedback on their teaching from colleagues, peers, and students on a continual basis. Instructor and department will utilize a systematic approach to evaluate information obtained from feedback to make appropriate improvement of teaching that is firmly based on professional practices.</p>
<p>4. Processes for Verifying Standards of Student Achievement (eg. check marking by an independent faculty member of a sample of student work, periodic exchange and remarking of a sample of assignments with a faculty member in another institution)</p> <p>To help instructor review the extent of the students achievement, a mid-course and end of course rating scale will be utilized in an effort to survey goals for student learning. Based on the survey results, instructor will collect data to verify student's perceived strengths and weaknesses. The purpose of collecting evidence of student achievement is to help to establish baseline data to monitor improvements in student learning over time. A summary of a description of students' current levels of achievement of will be provided to student upon completion. Conference between instructor and student will be available, upon request, to discuss students' achievement review</p>
<p>5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <p>Periodic focus groups will be conducted by instructor, faculty of the department, and department administrators to critique appropriateness of learning outcomes, content choice and concurrency, teaching and assessment methods, match between all of the above.</p>

Faculty In charge
Dr.Salih Mohammad Abulgasim

Head of Department
Dr Mohammed Makni

Vice Dean (Academic Affair)
Dr Najeeb Al Mater

Dean
Dr Mohammed Al Zehrani