

A - New Course Proposal V. 7.2022 : Entry # 2471**DEAN Decision**

Approved

Date

10/17/2022

Is this course intracollegiate or intercollegiate?

Intercollegiate

DEAN Comments

This is a great course. It is intercollegiate due to being part of an interdisciplinary minor and having a new prefix WLD.

SCHOOL EPC Decision

Approved

Date

11/30/2022

APIRC Decision

Approved

Date

01/27/2023

Begin Form**Today's Date**

10/14/2022

Your Name:

Rhonda Butler

Your Email:rbutler3@highpoint.edu**Are you a Department Chair?**

No

Department Chair Name

Dr. Dave Tofanelli

Email address of your Department Chair

A - New Course Proposal V. 7.2022 : Entry # 2471dtofanel@highpoint.edu**By checking below I am certifying that my department chair has seen and approved the new course that is in this proposal**

Yes

Please select the appropriate school overseeing this proposal:

Business

Which semester is this course to be taught for the first time?

Spring 2024

Information for the Registrar**Choose the department designator for your proposed course from the list below.**

Proposed Course Number

3100

Is this course cross listed?

No

Does this course replace a current course?

No

Enter the title of your proposed course

WLD 3100: Women and Leadership Negotiation

Enter the catalog description of your proposed course

Negotiation skills are essential for leaders. Leaders negotiate several matters inside and outside of the workplace each day. However, research shows that women do not negotiate for themselves like men do, and women report feeling more discomfort negotiating than their male counterparts do. Women's differences in negotiation contribute to the women's leadership gap in organizations. This course focuses on the fundamentals of effective negation, with special emphasis on gender differences in negotiation practices. The course examines best practices in making agreements and resolving disputes. It also prepares women to be more confident in their negotiation skills as it delves into the many benefits organizations and individuals realize when women negotiation. This course will help students develop knowledge, skills, and abilities in leading and managing negotiations that occur in multiple individual, leadership, and employment contexts. 4 Credit Hours. Prerequisite: WLD 1100

Choose your proposed course's number of credits from the list below

4

How will the course be graded?

Letter grade

Please select the course repeat option for your proposed course:

A - New Course Proposal V. 7.2022 : Entry # 2471

Repeatable for credit once

Offering cycle for your proposed course:

Spring semester

Does your course have any prerequisites?

Yes

Please list all prerequisites this course requires:

WLD 1100

Is this new course being proposed because of a proposal for a new or revised major or minor?

Women's Leadership Development. Submitted on 10/17/22 by Dr. Rhonda Butler

Gen Ed and Academic Programs**Is this course part of Gen Ed?**

- No

Does this course count towards a major or a minor?

Yes

Will this course fulfill any of the below University academic program requirements?

- This course does not fulfill academic program requirements

Does this course include any community engagement?

No

Does this course participate in the GoGlobal Program?

No

Has it been reviewed and approved by the Global Experience Committee?

No

Information for Curriculum Review**Rationale for new course & consistency with departmental mission**

This course is a part of the proposal for a new minor in women's leadership development. The minor is proposed to be housed in the management department within the school of business. The minor and its courses emphasize skills, professional development, and preparing women for leadership. This aligns with the Phillips School of Business and Management Department's goal of preparing tomorrow's business (and organizations of any discipline/industry) professionals and leaders, and the university's life skills emphasis. The rationale for the minor is based on the following:

A - New Course Proposal V. 7.2022 : Entry # 2471

Several sources of data indicate a very strong interest on the part of High Point University students in academic programming related to women's leadership:

1. In spring of 2022, a survey of women undergraduate students indicated that 61% of respondents (72/118) would be somewhat likely or extremely likely to pursue a minor in women's leadership.
2. In spring of 2022, a survey of women graduate students indicated that 50% of respondents (23/46) would be somewhat likely or extremely likely to pursue a graduate level certificate in women's leadership.
3. Feedback from students regarding what they seek from academic programming in women's leadership indicates a strong interest in courses that teach life skills that will be crucial for their future professional success (interpersonal communication skills; public speaking skills; negotiations skills; advocacy skills) as well as strategies for enhancing self-confidence and assertiveness.
4. A new fellows program with a focus on women's leadership (the Strickland Women's LIFT Fellowship Program) garnered the second highest number of applications during its inaugural year relative to the other 7 fellows programs.
5. Announcements re: the LIFT Fellowship Program with a focus on women's leadership have led to many inquiries on the part of prospective students and women community leaders about academic programming on this topic at HPU.

Given the level of interest, we propose a 20 credit Minor in Women's Leadership Development that can easily be combined with another undergraduate degree (in business, communication, STEM, humanities, etc.).

Please list all student learning outcomes for this course

1. Students will understand the nature and benefits of negotiation.
2. Students will be able to discuss conflict management styles (e.g. persuasive, avoiding/ accommodating, negotiation), and understand their own conflict management tendencies.
3. Students will understand gender differences in negotiation and their impact on women's leadership opportunities and effectiveness.
4. Students will understand and discuss situations that involve negotiation, and understand standard types of negotiation.
5. Students will understand negotiation in the workplace, including salary negotiation and other employment negotiations.
6. Students will explore the role of creativity in negotiation.
7. Students will understand cultural contexts, power dynamics, and ethical issues in negotiation
8. Student will understand best practices in negotiating.
9. Students will understand various barriers that lead to ineffective negotiation, and strategies/approaches that lead to effective negotiation, and optimal solutions.

Please list any units or content areas that will be required for all sections of this course

Gender and negotiation
 Negotiation fundamentals
 Conflict resolution modes
 Negotiation tactics and best practices
 Salary and employment negotiations
 Negotiation confidence builders for women
 Leadership negotiations at work, and negotiation work-home matters for women
 Power dynamics in negotiations
 Negotiating across cultures
 Intersectionality and women's negotiation and communication
 Ethical considerations in negotiating
 Creativity in negotiation

Please list any assignments, tests, or other assessments that will be required for all sections of this course

Assignments, assessments, and tests will be developed and posted in Blackboard.

A - New Course Proposal V. 7.2022 : Entry # 2471**Please list any readings or other materials that will be required for all sections of this course**

Babcock, L. & Laschever, S. (2021). Women Don't Ask: Negotiation and the Gender Divide.

Rockmann, K., Langfred, C. and Cronin, M. (2019). Negotiation: Moving From Conflict to Agreement. SAGE Publications, Inc. (US).

Please list any course policies that will be required for all sections of this course

Standard university policies.

If you would like to specify anything about how requirements for contact hours must be met for all sections of this course, please indicate below (e.g., if any experiential learning activities will replace seat time)

n/a

Is there anything else the reviewing parties should know about this new course proposal that hasn't already been asked/addressed?

n/a

Sample Syllabus

- [WLD-3100-Women-and-Leadership-Negotiation-Syllabus-Proposed2.pdf](#)