

Teaching guide

IDENTIFICATION DETAILS

Degree:	Integral Leadership Program (UFV-Awarded Title associated with Excellens Programme)
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Faculty/School:	Legal and Social Science
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Course:	IMPACT AND NEGOTIATION
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Type:	Compulsory Internal
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ECTS credits:	2
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Year:	3
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Code:	72143
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Teaching period:	Fifth-Sixth semester
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Teaching type:	Classroom-based
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Language:	English
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Total number of student study hours:	50
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Teaching staff	E-mail
Georgina Barkin	

SUBJECT DESCRIPTION

This course, part of the ILP Integral Leadership Program, provides a comprehensive introduction to concepts in interpersonal communication effectiveness, conflict management and negotiation, all of them essential competences to succeed when working with others, either at the University, or in our professional career in the future.

Knowing how to communicate effectively with others, how to impact, how to resolve conflicts or to negotiate, are undoubtedly key competences for a professional today, and mainly if we are working to develop ourselves in order to become extraordinary leaders in the future.

GOAL

The general objective of this course is students to learn advance interpersonal communication skills to influence and impact others, and specifically to be trained in how planning, strategy, and knowledge can support goals in negotiation situations and help resolve organizational conflicts.

The specific aims of the subject are:

Understand and practice the communication climate necessary for effective negotiations and controversial / conflict situations.

Develop a deeper understanding of the conflict resolution process.

Acquire skills to solve conflicts effectively.

Develop a deeper understanding of the negotiation process.

Acquire skills to negotiate effectively.

PRIOR KNOWLEDGE

It is recommended that students review interpersonal communication key concepts studied in previous years, as well as recover their MBTI.

COURSE SYLLABUS

A. CONFLICT MANAGEMENT SKILLS:

- What's a conflict? Causes, types, dimensions, stages and outcomes.
- Recognize the relationship between emotions and conflicts.
- Identify our style of conflict management with TKI (Thomas-Kilmann Indicator). - Learn techniques to manage conflicts adequately. Conflict resolution process. - Introduction in how to receive and to give appropriate feedback.

B. NEGOTIATION SKILLS:

- What's negotiation?
- Basic negotiation laws: dependence and exchange. - Negotiation process and its phases.
- Key principles and skills to negotiate effectively.

EDUCATION ACTIVITIES

It is intended to raise questions for students to make them reflect and think about possible answers about the competences to develop, as well as to involve them in active participation in class through different dynamics, role-plays and exercises. This will help them to keep on improving their self-knowledge, as well as to develop the skills necessary to become competent professionals in terms of effective interpersonal communication, conflict management and negotiation.

DISTRIBUTION OF WORK TIME

CLASSROOM-BASED ACTIVITY	INDEPENDENT STUDY/OUT-OF-CLASSROOM ACTIVITY
16 hours	34 hours
CLASSROOM-BASED ACTIVITY	INDEPENDENT STUDY/OUT-OF-CLASSROOM ACTIVITY

SKILLS

Ability to make decisions, being resolute and facing conflicts as an opportunity.

Ability to negotiate, being flexible and adaptable, knowing how to navigate complexity and uncertainty.

LEARNING RESULTS

The student will recognize conflicts as an opportunity.

The student will know the role of emotions in a conflict, having learned techniques to handle them properly.

The student will know different possible modes when negotiating or managing a conflict, and which is the most appropriate depending on the circumstances.

The student will know what is to negotiate and what are the main negotiation laws.

The student will know the phases of the negotiation and the basic principles and skills to be taken into account in order to negotiate effectively.

LEARNING APPRAISAL SYSTEM

Students will be evaluated through a continuous evaluation system (CES) and via the following tools:

- Attendance and continuous evaluation by the teacher of active participation in the exercises and debates in class and the on-line campus forums. Attitudes and quality of reasoning measurement.
- Various individual works / exercises to apply theoretical knowledge.
- Personal Action Plan

Attendance and participation count for 60% of the grade as most work will be done during class.
The personal action Plan is 40% of the grade

Extraordinary Evaluation:

In case a student fails the first time around, he/she will be evaluated by an essay previously agreed with the teacher.

BIBLIOGRAPHY AND OTHER RESOURCES

Basic

Redorta, J. (2016): "Conflict Management. Ciencia aplicada a la gestion del conflicto". Ed. Almuzara.

Additional

Fisher, R. (2006): "Beyond Reason: Using Emotions as You Negotiate". Ed. Penguin Books.

Ury, W.; Fisher, R. (2011): "Obtenga el SI: el arte de negociar sin ceder". Ed. Gestion 2000.

Ury, W. (2012): "Supere el NO: como negociar con personas que adoptan posiciones inflexibles". Ed. Gestion 2000.