Negotiation and Leadership Techniques

Code: 103154
ECTS Credits: 6

Degree	Type	Year	Semester
2501935 Advertising and Public Relations	OT	4	0

Contact

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Teaching groups languages

You can check it through this link. To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

Prerequisites

Good level of English, interest in the subject and desire to participate, contribute and develop personally and academically.

Objectives and Contextualisation

- Identify the skills and abilities that allow managers to effectively manage teams
- Acquire skills and tools for people management
- Grow on your self-awareness. To be able to lead others you have to learn how to lead yourself
- Understand the principles and concepts related to negotiation in several areas.
- Develop tools to negotiate successfully

Competences

- Demonstrate knowledge of management theories in the management of advertising companies and organisations.
- Introduce changes in the methods and processes of the field of knowledge to provide innovative responses to the needs and demands of society.
- Make the knowledge and innovations in the area known publicly.
- Show leadership, negotiation and team-working capacity, as well as problem-solving skills.
- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.

- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Use advanced technologies for optimum professional development.

Learning Outcomes

1. Analyse a situation and identify its points for improvement.
2. Communicate using language that is not sexist or discriminatory.
3. Differentiate the formats for presenting public relations activities (consultancies, special events, fairs, crisis management, publicity, etc.).
4. Identify situations in which a change or improvement is needed.
5. Make the knowledge and innovations in the area known publicly.
6. Propose new methods or well-founded alternative solutions.
7. Propose new ways to measure the success or failure of the implementation of innovative proposals or ideas.
8. Propose projects and actions that incorporate the gender perspective.
9. Show leadership, negotiation and team-working capacity, as well as problem-solving skills.
10. Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
11. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
12. Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
13. Use advanced technologies for optimum professional development.
14. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.
15. Weigh up the risks and opportunities of both one's own and other people's proposals for improvement.

Content

- Are leaders born or made?

- Self-awareness

- Leadership styles

- The use of Power

- Motivation

- Communication Skills

- Team Work

- Conflict as an opportunity

- Types of Negotiation

- Prepare your Negotiation

- Negotiation Tactics

- Steps in the Negotiation Based by Interests

- Closing Agreements

The calendar will be available on the first day of class.

Methodology

The sessions are dynamic and participatory.

They combine, on the one hand, theoretical classes given by the professor, and on the other hand, their practical application in group and individually through coaching dynamics, works and diverse presentations.

In all classes, constructive and open debate, personal growth and individual and collective reflection will always be encouraged.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
15h Theory classes / 37,5h Seminary classes	52.5	2.1	1, 2, 9, 3, 5, 4, 15, 6, 7, 8, 12, 11, 13, 14
Type: Supervised			
Meeting with professor	7.5	0.3	1, 9, 4, 15
Type: Autonomous			
Preparation of reading material, work assignments and presentations.	82.5	3.3	1, 2, 9, 4, 15, 6, 7, 8, 12, 11, 13, 14

Assessment

This subject will not have a unique evaluation system.

EVALUATION INCLUDES:

Practical work: 50%

Exam: 30%

Class attendance and participation: 20%

Students will be entitled to the revaluation of the subject. They should present a minimum of activities that equals two-thirds of the total grading. The activities that are excluded from the revaluation process are Class attendance and participation.

In the event that the student performs any irregularity that may lead to a significant variation of an evaluation act, this evaluation act will be graded with 0, regardless of the disciplinary process that could be instructed. In the event, that several irregularities occur in the evaluation acts of the same subject, the final grade for this subject will be 0.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Class attendance and participation	20%	0.5	0.02	1, 2, 9, 5, 7, 10
Final Exam	30%	2	0.08	1, 2, 9, 3, 5, 4, 15, 6, 7, 8, 12, 11, 14
Practical work	50%	5	0.2	1, 2, 9, 3, 5, 4, 15, 6, 7, 8, 12, 11, 13, 14

Bibliography

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Ariely, Dan (2010). The upside of irrationality.

Barak, Michelle. (2005). Managing diversity: Toward a globally inclusive workplace.

Brown, Brené. (2012). Daring greatly: How the courage to be vulnerable transforms the way we live, love, parent, and lead

Bryman, Alan. (1992). Charisma and leadership in organisations.

Carnegie, Dale. (1936). How to win friends and influence people.

Chouinard, Yvon. (2005). Let my people go surfing.

Ciadlini, Robert. (2006). Influence: The psychology of persuasion.

Connors, Roger & Smith, Thomas. (2011). Change the culture, change the game.

Covey, Stephen (1989). The 7 habits of highly effective people.

Coyle, Daniel. (2016). The culture map.

Cuddy, Amy (2015). Presence.

Duckworth, Angela. (2016). Grit.

Dweck, Carol. (2006). Mindset: The new psychology of success.

Gallo, Carmine. (2014). Talk like TED.

Grant, Adam (2013). Give and take.

Grant, Adam (2016). Originals.

Lencioni, Patrick. (2003). Las cinco disfunciones de un equipo: un inteligente modelo para formar un equipo cohesionado y eficaz.

McGonigall, Kelly (2015). The upside of stress.

Mnookin, Robert. (2002). Resolver conflictos y alcanzar acuerdos.

Navarro, Joe. (2008). What everybody is saying.

Palomo, Mª Teresa (2010). Liderazgo y motivación de equipos de trabajo.

Pease, Allan. (2012). El arte de negociar y persuadir.

Pink, Daniel (2009). The surprising truth about what really motivates us.

Sandberg, Sheryl. (2013). Lean in.

Schwartz, Barry (2015). Why we work.

Scott, Kim (2017). Radical Candor: How to get what you want by saying what you mean.

Senge, Peter. (1995). La quinta disciplina: cómo impulsar el aprendizaje en la organización inteligente.

Sharma, Robin (2010). The leader who had no title.

Sinek, Simon (2009). Start with why.

Sinek, Simon (2023). Los líderes comen al final (8a edición).

Ury, William & Fisher, Roger. (1981). Getting to yes.

Ury, William. (2005). Alcanzar la paz: resolución de conflictos y mediación en la familia, el trabajo y el mundo. Munduate, Lourdes. (2005). Gestión de conflicto, negociación y mediación.

Ury, William. (2012). ¡Supere el no! Cómo negociar con personas que adoptan posiciones inflexibles.

Winkler, John. (2004). Cómo negociar para mejorar resultados.

Software

No special software required