

Degree	Type	Year
2503868 Communication in Organisations	OB	3

Contact

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Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

No prerequisites are required.

The content of the course will be sensitive to aspects related to respect for fundamental rights of equality between women and men, human rights and the values of a culture of peace and will seek to promote personal growth and professional commitment to oneself. and the community and, nevertheless, as the Catalan Audiovisual Council suggests, "to show the different social realities, not allowing the creation of contents that can encourage or justify homophobia, biphobia, lesbophobia and transphobia, disseminating the denunciation of discriminatory acts and presenting good practices in relation to equality and non-discrimination "(Recommendations on the treatment of LGBTI people in the audiovisual media, CAC, 2017).

Objectives and Contextualisation

The objectives of this subject of Negotiation, mediation and leadership in communication techniques are mainly to develop in students the critical spirit necessary to face all kinds of incidents and conflicts in organizations as well as to adapt these organizations to the negotiation and mediation of situations in the actual society. In the same way, prepare students to exercise the role of project leadership in all cases.

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Act within one's own area of knowledge, evaluating sex/gender-based inequalities.
- Analyse and evaluate the structures of the different types of organisations, of the Media and of the relationship between the two.
- Display the ability to lead, negotiate and work in a team.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Work in compliance with professional codes of conduct.

Learning Outcomes

1. Adapt to new situations in a constantly changing work environment due to social, economic political and technological changes.
2. Assess how stereotypes and gender roles impact professional practice.
3. Communicate using language that is not sexist or discriminatory.
4. Explain the explicit or implicit code of practice of one's own area of knowledge.
5. Generate creative ideas in the workplace.
6. Identify the fundamentals and techniques of any negotiation.
7. Negotiate the issues that affect the organisation in both the official languages.
8. Propose projects and actions that incorporate the gender perspective.
9. Respect the characteristics of all persons in negotiation processes and in the exercise of leadership.
10. Show initiative and leadership skills.
11. Use knowledge of leadership and negotiation strategies that are useful in any type of organisation.

Content

1. Leadership and negotiation theories in organizations

- Study of the various theories on negotiation, mediation and leadership from the individualistic perspectives of Taylorism to the environmental or contingency, the socio-technical (systemic) school of the social regulation of organizations, cognitivist approaches and the psychology of crowds.
- The principles of interaction and cooperation: the history of negotiation forms, cultural and social negotiation rituals, psychological and personal mechanisms, emotional factors and rational strategy.
- Evolution of the character of leadership historically and culturally. The charismatic leader from animism to the use of the mass media. Caesarism in pyramidal systems and the project manager in horizontal systems.
- The historical construction of a heteropatriarchal leadership and its alternative. Advances in empowerment and the paradigm shift that it poses in the enriching management of humanity's talent.

2. Negotiation methodology and strategies

- Definitions of negotiation and negotiation contexts: family negotiation, economic negotiation, judicial negotiation, social negotiation, political negotiation.
- Assessment of the interests of the parties and the costs of the negotiation. The structure of the negotiating discourse according to Tvetan Todorov: Convince, seduce, manipulate?
- Negotiation between equals and asymmetric or hierarchical negotiation. Can it be called negotiation? Towards a collaborative and enriching definition of profit in negotiation: win-win against zero sum.
- Conflictive or pathological situations. Union conflicts, stress situation, precariousness, productivity decline, absenteeism, investigation of the causes of blockades and sclerotization of decisions within organizations.
- Zero-sum distributive negotiation. How to obtain benefits in this negotiation: partners or adversaries? How to make a one-time loss turn into another type of profit? How to make reluctance become factors of trust? How to find common principles and common goals?
- Inclusive negotiation: how to improve the quality and probability of these agreements. How to find compensation or a higher benefit for both parties.
- How to find a common text that is not an addition of the different positions or a delimitation of intentions but a new superior common position that unites both parties.

3. Mediation between organizations and within the organization

- Conflict as a rupture and as a challenge: conflict as a positive element of change in organizations and civil society.
- Analysis of conflicts: from the disparity of criteria to antagonism of positions.
- Different mediation scenarios: between equals or hierarchically different, in private and family life, in social relations (health, school, profession), in politics (from legislative agreement to common government action).

- Mediation procedures: the need for the prior agreement of the parties in conflict before developing the arbitration, the mechanisms to find common spaces for dialogue, the mediator's strategies in his double conversation with the parties, the decisions he can make and those that must share and agree, the development of shared common documents and the path to the final agreement.
- Mediation between different societies and cultures. Is intercultural mediation possible and who can do it? Is Asymmetric Mediation Possible?
- Analysis of identity and group conscience as a factor for resolving the conflict and as an obstruction to its resolution.
- Study and analysis of the figure of the mediator: the legal, professional, educational and learning situation of the same. How to become a mediator and for what purpose.

4. Leadership and project management in organizations

- The leader's need in project management: a leader for a project, situational leadership.
- The complexity of a character for project management: taking the initiative and delegating, encouraging and listening, deciding and evaluating: discussion about the strategic actor.
- The difference between leader and manager: how to promote, incentivize and motivate.
- The treatment of the organizing group. Is the existence of a group leadership possible?
- The hierarchy and power relations. The topics addressed are the autonomy of the actors, the different types of organization (matrix, horizontal, pyramidal), the management of power, the distribution of resources, negotiation, etc.
- The end of the road: Is the project evaluation the leadership evaluation?

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lectures	12	0.48	10, 5, 6, 7, 9, 11
Practical works	12	0.48	1, 10, 5, 6, 7, 9, 11
Type: Supervised			
tutorials	7.5	0.3	5, 6, 11
Type: Autonomous			
Personal study	44	1.76	5, 6, 7, 9
Preparation of works and practices	44	1.76	1, 5, 9, 11

The calendar will be available on the first day of class. Students will find all information on the Virtual Campus: the description of the activities, teaching materials, and any necessary information for the proper follow-up of the subject.

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.

Assessment

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Attendance and active participation in class	10%	0.5	0.02	3, 10, 4, 5, 7, 8, 9, 11, 2
Attendance at conferences and complementary activities	20%	10	0.4	1, 5, 6, 9
Realization of practices	30%	16	0.64	1, 10, 5, 6, 7, 8, 9, 11
Theoretical Test	40%	4	0.16	9

Students can follow continuous assessment or single assessment. If you decide to do a single assessment, you must notify the teacher responsible for the subject in writing via email within the first two weeks of class. Once notified, the student will not be able to change their choice.

The continuous assessment involves taking a theoretical exam (40%) + practical exercises (30%) + attendance and active participation in the classroom (10%) + attendance at supplementary activities (20%). The details of the continuous assessment will be explained at the beginning of the course. Of all these tests, only the exam will be recoverable.

The subject's unique assessment system is based on the following percentages:

A) 50% Theory test. It must be approved (5 or more) to pass the subject (indispensable condition) (The exam model is different compared to the continuous assessment).

B) 30% Test of solving 3 case studies or communication challenges.

C) 20% Oral presentation of a work assigned at the beginning of the course on a topic of the subject.

The exam will take place in person on the same day as the continuous assessment exam. The three case study resolution tests will also be given to the teacher on the day of the exam. And the oral test will take place on a date to be determined by the teacher. Of all the tests, only the exam will be recoverable.

Students will have the right to retake the subject if they have been assessed for the set of activities whose weight is equivalent to a minimum of 2/3 of the subject's total grade.

In the case of a second registration, the student can take a single synthesis test which will consist of a test agreed with the teacher. The grade of the subject will correspond to the grade of the synthesis test.

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

Students will be entitled to the reevaluation of the subject. They should present a minimum of activities that equals two-thirds of the total grading.

In the case of a second enrolment, students can do a single synthesis exam/assignment that will consist of a test agreed with the teacher. The grading of the subject will correspond to the grade of the synthesis exam/assignment.

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.

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Software

You do not need any particular knowledge except the usual word processing in word and presentation in power points.

Language list

Name	Group	Language	Semester	Turn
(PLAB) Practical laboratories	71	Spanish	second semester	afternoon
(PLAB) Practical laboratories	72	Spanish	second semester	afternoon
(TE) Theory	7	Spanish	second semester	afternoon