UAB
Universitat Autònoma de Barcelona

Negotiation and Leadership Techniques

Code: 103154
ECTS Credits: 6

2025/2026

Degree	Type	Year
Advertising and Public Relations	OP	4

Contact

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Teaching groups languages

You can view this information at the end of this document.

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

Learning Outcomes

1. CM29 (Competence) Create the right synergies with institutions and the media to reinforce the intangible value of organisations.
2. KM30 (Knowledge) Recognise the intangible value of organisations and their audiences as strategic linchpins for the design and planning of public relations initiatives.
3. SM24 (Skill) Determine the communication objectives for the design of the most appropriate public relations actions according to the needs of organisations and the public.
4. SM25 (Skill) Interpret the needs of different business sectors to adapt public relations strategies to communication objectives
5. SM27 (Skill) Apply negotiation and leadership skills to successfully manage crisis communication.

Content

- Are leaders born or made?

- Self-awareness

- Leadership styles

- The use of Power

- Motivation

- Communication Skills

- Team Work, difference among exclusion, integration and inclusion

- Conflict

- Types of Negotiation

- Prepare your Negotiation

- Negotiation Tactics

- Steps in the Negotiation Based by Interests

- Closing Agreements

A detailed schedule outlining the content of each session will be presented on the first day of the course and will be available on the course's Virtual Campus, where students will find all teaching materials and necessary information for eǔective course monitoring. Should the teaching modality change for reasons of force majeure according to the competent authorities, the teaching staǔ will inform students of any modifications to the course schedule and teaching methodologies.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
15h Theory classes / 37,5h Seminary classes	52.5	2.1	CM29, KM30, SM24, SM25, SM27, CM29
Type: Supervised			
Meeting with professor	7.5	0.3	SM24, SM25, SM27, SM24
Type: Autonomous			
Preparation of reading material, work assignments and presentations.	82.5	3.3	CM29, KM30, SM24, SM25, SM27, CM29

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.
The information related to each class will be uploaded weekly to the Virtual Campus.
Note: The course content will be sensitive to issues related to gender perspective and the use of inclusive language.

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

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Class attendance and participation	20%	0.5	0.02	CM29, KM30, SM24, SM25, SM27
Final Exam	30%	2	0.08	CM29, KM30, SM24, SM25, SM27
Practical work	50%	5	0.2	CM29, KM30, SM24, SM25, SM27

The activities of the continuous assessment are:

a) Exam, 30% of the final grade

b) Class attendance and participation, 20% of the final grade

c) Practical team work, 50% of the final grade (10 practices)

To pass the subject, students must obtain a weighted average of the three evaluation items of no less than 5. Otherwise, they must go to the recovery of the subject.

Recovery

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

The activities that are excluded from the recovery process are class attendance and participation.

The activities of the single assessment are:

a) Exam, 50% of the final grade.

b) Submission of a paper: summary of 5 books of the bibliography, 25% of the final grade.

c) Practical application in real cases, 25% of the final grade.

To pass the subject, students must obtain a weighted average of the three evaluation items of no less than 5. Otherwise, they must go to the recovery of the subject.

Recovery of the single assessment

The items of the single evaluation are the examination and practical application in real cases.

In any case, the recoverable items are the exam and the practical assignments (in the case of continuous assessment) and/or the practical application in real cases (in the case of single assessment).

Not assessable

Students who do not attend any classes and do not take the exam will be considered not assessable.

Plagiarism

In the event that the student makes any irregularity that may lead to a significant variation in the grade of an evaluation act, this evaluation act will begraded with 0, regardless of the disciplinary process that may be instructed. In the event that there are several irregularities in the assessmentof the same subject, the final grade for this subject will be 0.

Artificial Intelligence (AI)

For this subject, the use of Artificial Intelligence (AI) technologies is allowed exclusively for text correction or translations. Students must clearly indicate when they have used this tool for this purpose. Under no circumstances may AI be used to search for answers. The development of critical thinking is fundamental in this subject, and tools that may influence critical reflection and the final outcome of the activity cannot be used. Lack of transparency in the use of AI for this evaluable activity will be considered academic dishonesty and may result in partial or total penalties on the activity's grade, or more severe sanctions in serious cases.

Bibliography

Alberoni, Francesco (2003). El arte de liderar.

Anderson, Dana. (2005). Coaching that counts.

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.

David, Susan (2016). Emotional Agility: Get unstuck, embrace change, and thrive in work and life.

Duckworth, Angela. (2016). Grit.

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

Edmondson, Amy (2018). The fearless organization: Creating psychological safety in the workplace for learning, innovation, and growth.

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

Grant, Adam (2013). Giveand 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

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this link. To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(PLAB) Practical laboratories	51	English	first semester	afternoon
(TE) Theory	5	English	first semester	afternoon