

**COURSE DATA****Data Subject**

<b>Code</b>	42748
<b>Name</b>	Workshop of negotiation
<b>Cycle</b>	Master's degree
<b>ECTS Credits</b>	3.0
<b>Academic year</b>	2021 - 2022

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
2126 - M.D. in Human Resources Management	Faculty of Social Sciences	2	First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
2126 - M.D. in Human Resources Management	4 - Social skills	Obligatory

**Coordination**

<b>Name</b>	<b>Department</b>
FERNANDEZ MESA, ANA ISABEL	105 - Business Administration 'Juan José Renau Piqueras'

**SUMMARY**

Negotiation workshop. In this workshop we explore the concept of negotiation, and the differences between negotiating and other concepts. It also explores the different stages in the negotiation process. Based on the theories of negotiation, we develop a series of practices creating situations which allow the students to develop specific skills and techniques.

**PREVIOUS KNOWLEDGE**



### **Relationship to other subjects of the same degree**

There are no specified enrollment restrictions with other subjects of the curriculum.

### **Other requirements**

No previous knowledge established, as a prerequisite for this workshop.

Although it is positive that students are in their second year of master, and have previously studied the subjects of the first year.

## **OUTCOMES**

### **2126 - M.D. in Human Resources Management**

- Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.
- Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.
- Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.
- Students should demonstrate self-directed learning skills for continued academic growth.
- Students should be able to self-organise, which means systematically planning and setting realistic time schedules for the different tasks in their personal agenda, prioritising their activities, attending to criteria of urgency and importance, using explicit tools and procedures to control the level of performance and optimising time.
- Students should be able to initiate, lead, promote and facilitate interactions, as well as to manage groups of people.
- Students should have the ability to communicate, influence and be effective in interpersonal relationships.
- Students should be able to prepare reports and make oral presentations related to human resources management.
- Students should have assertive communication and negotiation skills. This means being able to carry out negotiations related to the direction and management of human resources, and being able to carry out a mediation activity that facilitates an adequate management of human resources.
- Students should be prepared for lifelong learning and self-development. The individual develops the ability to incorporate new knowledge, skills and professional competences.
- Students should be able to establish mechanisms to guide and motivate workers.
- Students should understand group processes.



- Students should be able to adapt to change and be creative. In this sense, they should develop the ability to modify predictable and habitual behaviour in order to adapt to the demands of different situations without substantially modifying the final objectives of the work processes (incorporating new data from the environment).
- Students should be able to design and conduct interviews to support human resources management functions.
- Students should develop appropriate interpersonal and team relations.
- Students should be able to work in a team and, at the same time, stimulate the participation of the members of the team, seeking to create synergies.
- Students should be able to lead people and teams to achieve the objectives of human resources management. In this sense, they should develop a certain level of relational sensitivity and empathy.
- Students should understand and manage cultural and ethnic diversity in organisations.
- Students should develop a certain tolerance for uncertainty.
- Students should understand and be able to develop leadership processes in human resources management by promoting systems of participation in the organisation and developing an appropriate internal communication policy.

## LEARNING OUTCOMES

The students will develop the social skills required in the negotiation process concerning the management of human resources in organizations. Consequently, students will improve their communication and leadership skills, motivation and conflict management, teamwork and negotiation abilities.

The results of the workshop are associated with the improvement of those skills related to the bargaining power of people with middle or senior positions in the company.

## DESCRIPTION OF CONTENTS

### 1. Negotiation workshop

- 1) Negotiation Techniques: basic concepts.  
Definition and characteristics.  
Competitive vs. cooperative negotiation.  
From positions to principles.  
Power, Time and Information.  
Trading Methods: Objectives, TPG, MAAN, roles, ...  
The seven phases.  
Strategies and Tactics.
- 2) Negotiation Situations.
- 3) Negotiating Personality: Cooperative vs. Competitive.
- 4) The ability of Active Listening.



- 5) Negotiation exercises.
- 6) Understand and manage motivation.
- 7) Expand perspectives.
- 8) Developing leadership: resources and influence.
- 9) Learn to develop strategies.
- 10) Role Playing: conflict in groups.

## WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	18,00	100
Tutorials	6,00	100
Classroom practices	6,00	100
Development of group work	30,00	0
Development of individual work	15,00	0
<b>TOTAL</b>	<b>75,00</b>	

## TEACHING METHODOLOGY

The structure of the workshop is practical.

After a brief theoretical introduction the different students will practice negotiating skills through simulation and role playing, using teamwork as a basic tool.

## EVALUATION

The grading scale is from 0 to 10 (100%), 5 being the minimum grade to pass the course.

For this, the following evaluation systems will be used:

1. Observation and recording of students' attitudes in the development of tasks and activities. Participation and involvement in the activities of the workshop, including the quality of the oral interventions (20% of the final grade). Due to its nature of continuous evaluation, this part only is evaluable in class, and it is not recoverable on second call.
2. Evaluation of the individual and/or group work of the students (50% of the final grade). The materials, instructions and specific criteria for each task will be explained by the teacher.
3. Exam (final report / individual portfolio) (30% of the final grade)



For the final evaluation it is essential to present all the activities and pass with more than a five (on a scale of 10 points) all the activities carried out and the final report (or exam) too.

The procedure to be followed to obtain the highest grade (honors) and if there are people tied, will consist of an optional assignment proposed by the teacher.

The detection of plagiarism in one or more of the works to be carried by the student in the subject (activities and / or reports, individual and group) will mean an automatic failure of the subject.

To obtain the final qualification for this class, two relevant aspects will be discussed: on one side, punctuality of turning in the assignment (reduction of the grade by 5% for each day that elapses on the delivery date and the impossibility of delivering the activity and / or work that has already been corrected in the classroom), and on the other hand, adaptation of the extension of the work to that determined by the teacher (can subtract up to 10% from the final grade).

The evaluation of the subject and the challenge of the grade obtained depend on the information available in the Regulation of Evaluation and Qualification of the University of València for bachelor's and master's degrees (A C G U V 1 0 8 / 2 0 1 7 d e 3 0 d e m a i g d e 2 0 1 7).

[http://www.uv.es/graus/normatives/2017\\_108\\_reglament\\_avaluacio\\_qualificacio.pdf](http://www.uv.es/graus/normatives/2017_108_reglament_avaluacio_qualificacio.pdf)

## REFERENCES

### Basic

- Fisher, R., Ury, W.& Patton, B. (2011) Obtenga el SI, el arte de negociar sin ceder. Gestión 2000. Barcelona. (4ª edición).
- Kennedy G, Benson J., McMillan. (1990) Cómo negociar con éxito, Ed. Deusto. Bilbao.
- Munduate Jaca L. y Medina Díaz F.J. (coord.) (2005) Gestión del conflicto, negociación y mediación. Pirámide. Madrid.
- Van-der Hofstadt Román C.J. (2003) El libro de las habilidades de comunicación. Díaz de Santos
- Winkler, John (2004). Como negociar para mejorar resultados. Ediciones Deusto. Barcelona.

### Additional

- Cova, B., Ghauri, P., Salle, R. (2002). Project Marketing: Beyond Competitive Bidding. Chichester: John Wiley.
- Lax, D., Sebenius, J. (2006). 3D-Negotiation: powerful tools to change the game in your most important deals. Boston: Harvard Business School Press.
- Lewicki, R. (1992). Negotiating Strategically. In Cohen, A. (ed.) The Portable MBA in Management. New York: John Wiley & Sons.



- Macdonald, J. (2004). Resolver los conflictos con éxito. GESTIÓN 2000.
- Raiffa, H., Richardson, J, Metcalfe, D. (2002). Negotiation analysis: The Science and Art of Collaborative Decision-making. Cambridge: Harvard University Press.
- Redorta, J. (2007). Entender el Conflicto. PAIDOS.
- Rubin, J., Brown, B. (1975). The Social Psychology of Bargaining and Negotiation. New York: Academic Press.
- Schnitman, D.F. (ed.) (2000). Nuevos paradigmas en la resolución de conflictos. Perspectivas y Prácticas. GRANICA.
- Sebenius, J. (1992). Negotiation Analysis: A Characterization and Review. Management Science, 38(1), 18-38.
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- Shell, G.R. (2006). Bargaining for Advantage: Negotiation Strategies for Reasonable People. New York: Penguin Group.

## **ADDENDUM COVID-19**

**This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council**

## **English version is not available**

### **1. Contenidos**

Se mantienen los contenidos y se distribuirán según los diferentes tipos de sesiones (presenciales y por videoconferencia síncrona o asíncrona si es el caso).

### **2. Volumen de trabajo y planificación temporal de la docencia**

Se mantienen las actividades y volumen de trabajo de la guía docente original. La planificación de sesiones se especificará a principio de curso. Se mantienen las sesiones en los días y horas programadas. El grupo se dividirá en grupo A y B y las sesiones presenciales serán en semanas alternas para cada uno de los grupos.

### **3. Metodología docente**

#### **PARA TODOS LOS ESTUDIANTES**

- Se dividirá el grupo en dos e irán a clase en semanas alternas.
- El grupo con docencia no presencial realizará actividades prácticas individuales y grupales y/o seguirá las clases presenciales por videoconferencia.



- Las tutorías individuales y grupales se realizarán de forma virtual.

#### **PARA ESTUDIANTES VULNERABLES O AFECTADOS**

Se adaptará la metodología a las siguientes actividades no presenciales:

- Seguir clases por videoconferencia síncrona
- Trabajos individuales asignados
- Tutoría por videoconferencia
- Desarrollo de proyecto individual
- En caso de que la situación sanitaria impusiera que la totalidad de la docencia se desarrollara online, se sustituirán todas las sesiones por subida de materiales a Aula virtual, videoconferencia síncrona y/o transparencias locutadas. En el caso de las actividades prácticas, se garantizará la interacción con estudiantes mediante videoconferencia o foro o chat en aula virtual.

#### **4. Evaluación**

Se mantienen los criterios de la guía docente en cuanto a la ponderación de la evaluación de cada tipo de actividad. En caso de estudiantes vulnerable o afectado, la proporción de calificación de las actividades de grupo evaluables se trasladará a actividades individuales, siempre que no les sea posible trabajar en equipo de forma virtual.

#### **5. Bibliografía**

Se mantiene la bibliografía existente en aula virtual. Si la situación sanitaria impusiera cierre de bibliotecas, se facilitaría material de apoyo a través del aula virtual.