

**COMILLAS**

UNIVERSIDAD PONTIFICIA

ICAI

ICADE

CIHS

**Syllabus**  
**2025 - 2026****TECHNICAL SHEET OF THE SUBJECT**

Data of the subject	
Subject name	Negotiation Techniques
Subject code	E000013650
Main program	<a href="#">Bachelor's Degree in Business Administration and Management</a>
Quarter	Semestral
Credits	6,0 ECTS
Type	Optativa (Grado)
Department	Departamento de Gestión Empresarial
Coordinator	Guadalupe Esteban Cerezo mgesteban@icade.comillas.edu
Schedule	Consult for this purpose the schedules of the different groups in which it is taught.
Office hours	By appointment via e-mail to the professor.
Course overview	Knowledge and practice of the negotiation methodology based on a series of principles, known as the Harvard Method. This methodology based on the win-win technique, develops the art of negotiating without giving in. Emphasis on the systematic preparation of all the elements of negotiation: interests, options, BATNA, communication, relationship, commitment and legitimacy. Negotiation as a solution to conflict resolution. Verbal and non-verbal communication in negotiation. Importance of active listening in negotiation. Considerations before dirty play in negotiation, jiu-jitsu. Difficult conversations: assertiveness, requests for change of behavior and receiving criticism. The contents are acquired fundamentally in practice through role-play exercises and practical exercises, which are carried out in class.

Teacher Information	
Teacher	
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## SPECIFIC DATA OF THE SUBJECT

### Contextualization of the subject

#### Contribution to the professional profile of the degree

The contribution of the subject affects not only the professional profile but also the personal profile, since in our day to day we are continuously negotiating (family, friends, couple).

At the professional level from the most generic point of view, it is necessary to master the negotiation process since it is continuous for the relationship with collaborators and stakeholders (customers, suppliers, teams, shareholders).

To lead and manage professionally, as well as to persuade in your personal environment, the subject of negotiation techniques will help you to develop the necessary skills to successfully face any negotiation.

At a functional level, it is important for people in departments whose objective is to reach agreements and commitments with third parties. From commercial departments, purchasing, investment execution, management of legal demands to many other union negotiations by the HR departments.

The subject is transversal to any professional position with people in charge, who need to manage different interests and conflict situations

#### Prerequisites

MINIMUM level required IN THE SELECTED LANGUAGE to be able to take the subject: C1, but if you want to be really successful in the subject, a C2 PROFICIENCY is recommended.

NIVEL (CEFR)

CAMBRIDGE

TOEFL

IELTS

TRINITY

BULATS

NATO



**C1 Upper  
intermediate**

**ADVANCED**

**91-104**

**6,5-8**

**10-11**

**75-89**

**SLP 4**

**C2 Advanced**

**PROFICIENCY**

**115-120**

**8-9**

**12**

**90-100**

**SLP 5**

The inclusion of the subject in the final years of the career when the student is already familiar with the different aspects of management and the different functional areas of the company, is a success and offers an opportunity to implement concepts and knowledge of other subjects. It is needed to be curious about different sectors of companies, to act assimilating the roles of cases.

The agenda will suffer the relevant adaptations according to the recipients to whom the subject is addressed to respond to the nature of the students, their knowledge and profile.

## Competencies - Objectives

### Competences

#### GENERALES

<b>CE13</b>	Reconocer la gestión de las personas en las organizaciones como una propuesta de valor para todos los stakeholders.	
	<b>1</b>	Explicar el valor añadido de una gestión integrada de todos los procesos de recursos humanos reforzándose así la propia función.
	<b>2</b>	Describir las políticas de atracción y selección vinculándolas a la estrategia empresarial
	<b>3</b>	Reconocer la importancia de las políticas de alto rendimiento: formación, desarrollo, gestión del desempeño y compensación como procesos motivacionales en la fidelización y retención del empleado.
<b>CG1</b>	Adquirir una base de conocimientos sólida y relevante sobre la disciplina científica y empresarial	
	<b>RA1</b>	Identifica, define y explora las problemáticas concretas del área de estudio de manera lógica y coherente dentro de un marco analítico adecuado
<b>CG3</b>	Capacidad para la resolución de problemas y toma de decisiones empresariales seleccionando y aplicando adecuadamente las técnicas pertinentes de análisis de datos	
	<b>RA1</b>	Identifica, captura y analiza de forma eficiente datos de fuentes primarias y secundarias que sean necesarios para el análisis del entorno competitivo de la empresa
	<b>RA2</b>	Aplica los conceptos matemáticos y técnicas cuantitativas y cualitativas de análisis de datos necesarios para la resolución de problemas empresariales y apoyar el diagnóstico y toma de decisiones en la empresa.
<b>CG4</b>	Capacidad para liderar de manera positiva personas y equipos de trabajo que, impulsen proyectos empresariales innovadores dando respuesta así, a las nuevas oportunidades de negocio, mediante soluciones creativas	
	<b>RA1</b>	Lidera positivamente personas y equipos de trabajo generando soluciones innovadoras para los problemas y oportunidades empresariales detectadas



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	<b>RA2</b>	Pone en práctica estrategias y tácticas creativas requeridas en los procesos de innovación, en las que participan todos los miembros del equipo, tratando siempre de alcanzar acuerdos y objetivos comunes.
<b>CG5</b>	Desarrollar habilidades interpersonales que refuercen el aprendizaje de un trabajo autónomo, bien organizado y planificado y que esté orientado a la acción y a la calidad.	
	<b>RA1</b>	Desarrolla habilidades académicas, interpersonales e instrumentales necesarias para la investigación independiente, relacionando los conocimientos adquiridos con las distintas aplicaciones profesionales o prácticas reales
<b>CG6</b>	Pronunciarse de manera ética y comprometida sobre asuntos medioambientales, sociales y de gobierno corporativo que regulan un nuevo escenario empresarial.	
	<b>RA1</b>	Identifica en los ejercicios y casos prácticos las actuaciones profesionales que se corresponden con valores éticos.
	<b>RA2</b>	Establece los límites del comportamiento íntegro que regulan el nuevo escenario empresarial.
<b>CG7</b>	Reconocer la riqueza de la diversidad y multiculturalidad de personas y enfoques de la realidad empresarial, siendo capaces de elaborar y comunicar en contextos diversos ideas, proyectos, informes, soluciones y problemas, en un clima constructivo y de respeto al otro.	
	<b>RA1</b>	Argumenta de manera independiente y crítica sobre conceptos y teorías diversas apreciando la amplitud y el valor de las diferentes perspectivas con conciencia intercultural y perspectiva global.
	<b>RA2</b>	Elabora proyectos e informes profesionales con rigor y precisión, transmitiéndolos con fluidez y claridad, en distintos ámbitos empresariales y culturales.
<b>CG8</b>	CG8 Reforzar la capacidad de gestión del cambio que apoye la transformación digital de la sociedad contemporánea con Tecnologías de la Sociedad de la Información, nuevas formas de organización del trabajo y nuevos modelos de negocio.	
	<b>RA1</b>	Identifica necesidades y recursos tecnológicos a la hora de resolver problemas conceptuales y técnicos a través de medios digitales
	<b>RA2</b>	Se comunica eficazmente y de manera proactiva en entornos digitales, compartiendo recursos a través de herramientas en línea, colaborando con otros a través de herramientas digitales, e interactuando en comunidades y redes profesionales.
<b>ESPECÍFICAS DE OPTATIVIDAD</b>		
<b>CEOPT1(RH)</b>	Conocer y poner en práctica habilidades directivas de negociación, liderazgo y gestión de personas y equipos para desempeñar eficazmente la dirección de organizaciones	
	<b>RA1</b>	Aplicar las técnicas de negociación profesional a la planificación y preparación, a las distintas fases y al cierre de un proceso de negociación.
	<b>RA2</b>	Diseñar estrategias y tácticas de negociación según las circunstancias.



<b>RA3</b>	Cerrar negociaciones llegando a acuerdos o acercando posiciones.
<b>RA4</b>	Comprender sus propias fortalezas y debilidades como líder.
<b>RA5</b>	Aplicar los modelos de liderazgo situacional y de liderazgo transformacional.
<b>RA6</b>	Desarrollar y reflexionar sobre los nuevos modelos de liderazgo basados en competencias emocionales e interpersonales.

## THEMATIC BLOCKS AND CONTENTS

### Contents - Thematic Blocks

The Harvard negotiation method or win-win method develops the art of negotiating without giving in. For this the basic principle is to be hard with the problem and soft with the person. To master this methodology the student needs to know the theoretical framework dominating the 4 basic principles of the method, which will practice through activities and practical cases.

### PROCESS AND NEGOTIATION TECHNIQUES

#### Topic 1: Negotiation Process

This subject aims to introduce the student in the negotiation as a process to be handled with a series of elements and factors

The negotiation process as a process of creating value.

Structural elements of negotiation: People, problems and the process. The 7 elements inherent in any negotiation process:

1. Interests
2. Options
3. Alternatives and BATNA
4. Legitimacy
5. Communication
6. Relationship

Commitment

#### Topic 2: Negotiation Techniques

- Types of negotiators: the hard and soft negotiator, win-win
- Negotiating techniques: Before, during, after
- The importance of preparation

### CONCEPTUAL FRAME - THE HARVARD NEGOTIATION METHOD.

The Harvard negotiation method or win-win method develops the art of negotiating without giving in. For this the basic principle is to be hard with the problem and soft with the person. To master this methodology the student needs to know the theoretical framework dominating the 4 basic principles of the method, which will practice through activities and practical cases.

#### Topic 1. Separate the People from the problem

**Separate the People from the problem:** Often, and especially in situations of prolonged or intense conflict, each party tends to identify



the other person as "the problem", which dramatically worsens the relationship and the possibility of agreements. The negotiators are, first of all, people. If we forget this we can foil the search for a negotiated solution in advance

#### Topic 2. Focus on Interests, Not Positions

**Interests define the real problem.** The positions in conflict are like the tip of the iceberg. Underneath are the needs, intentions, desires and fears of each side. For each interest there are usually several options that could satisfy it. When we look beyond the opposing positions we can often find an alternative position that satisfies the interests of both parties. Behind opposing positions there are many more interests than are apparently in conflict. Many of them could be shared and compatible.

#### Topic 3. Invent Options for mutual Gain.

The ability **to search or invent advantageous options for both parties** is one of the most valuable tools a negotiator can possess. The main obstacles that inhibit the invention of abundant options are the following four:

- The premature judgment. Criticizing input options hinders the imagination.
- The best solution. When we are waiting to find "the best answer" we can close the way to different good possible answers.
- The presumption of a cake of fixed size, and therefore the need to divide it.
- Selfishness. It will be much easier to reach an agreement if it also meets the needs and interests of the other. The best solution is one that is good enough for both parties.

#### Topic 4. Insist on using objective criteria

**Negotiations based on principles acceptable to both parties usually lead to judicious agreements, in a friendly and effective manner.** These criteria can be legal, normative, professional, scientific, ethical or moral, economic (budgetary or availability), efficiency, reciprocity, and market. In some negotiations, it is convenient to make clear the objective principles from the start, as a framework that cannot be exceeded in any case.

The objective of this principle is to achieve:

- Develop and integrate objective criteria or procedures for negotiation
- The formulation of principles
- Learn to make concessions

#### Topic 5 . What if they use dirty tricks?

Not all negotiators want to reach a beneficial agreement for all parties, there are abusive, powerful negotiators, who do not want to follow the game of win-win negotiation and play dirty. In these cases we must also know how to act and how to manage this type of negotiations in the most favorable way for us.

### DEVELOPMENT OF PERSONAL SKILLS AND ATTITUDES FOR NEGOTIATION

#### Topic 1. Skills to deal with people in negotiation

- Perception
- Emotions
- Conflict resolution

#### Topic 2 . Communication Skills

To know and manage the interests of the parties and develop the negotiation



- Communication: verbal / non verbal
- Active listening

### Topic 3. Decision making and options creation Skills

In order to create win-win options, first create and then decide.

- Brainstorming
- Create options: Invent, judge and decide
- Problem solving

### Topic 4 . Attitude at negotiating

- Give and receive
- Power
- Self-control
- Negotiation Ethics

## TEACHING METHODOLOGY

### General methodological aspects of the subject

The methodology applied in this subject is based on the case method that consists of a team preparation phase for subsequent negotiation. The observers who have supervised the negotiation carry out a process of feedback to the participants. Afterwards, the teacher reviews the case and the results are shared in class along with all technical issues related to each negotiation case. After the review, the student finally does a reflection on what he/she has lived and possibilities of improvement in future cases. For these reason, the assistance of the student in the classroom is essential, since not only does he stop learning a particular aspect in each negotiation, but he can also harm his teammates. Thus at the end of the semester, the student is able to see his evolution and personal improvement. In parallel, the methodology and theoretical concepts developed at Harvard are introduced and a series of exercises are carried out to develop and assimilate the elements of the negotiation.

### In-class Methodology: Activities

**AF8. Simulations, role play and group dynamics:** Analysis and resolution of cases and real exercises in different business and personal environments.

From the individual reading of the case proposed by the teacher, the students synthesize the information and data that each one considers relevant for decision making and problem solving.

Later these data are put in common within the work team, trying to develop a strategy and approach to action against the opposing team. They should plan what topics should or should not be considered,

Be creative by generating ideas and proposals to be discussed and decide who and how will lead the negotiation.

During the preparation, the team must internalize and assume the role of the character, the company and situation in which the negotiation takes place, assessing their joint performance and the contribution of the different members of the team.



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During the negotiation they have to handle situations of communication, perception and emotions and are subject to the supervision either of the teacher or of a team of observers, who will evaluate the development of the negotiation and will give feedback to the participants, both of their abilities and of their behavior (ethics) or not of how they have handled the case.

After the feedback of the observer and the review of the case, each student must carry out a self-critical analysis, identifying the aspects and points in which he needs to improve and which he could have done better and he collects it in his negotiation log, as well as the feedback received.

With these data you can prepare the final review about your actual learning of the course.

**AF2. Expository and Participated Sessions:** From the case and at the time of the review the teacher explains the basic notions, with the active and collaborative participation of the students, who discuss the dark points or nuances that are relevant for the correct understanding of content. It will include dynamic presentations and the regulated or spontaneous participation of students through various activities.

Illustrative videos, articles and expert talks are included to deepen any topic of the subject

### Non-Presential Methodology: Activities

#### B1. Study and documentation.

Individual study to understand, rework and retain the structural framework and the scientific content of the Harvard methodology of principled negotiation, to be examined from the theoretical point of view.

#### B2. Monographs of theoretical and practical nature.

At the end of the course each student individually must present a **final work** of the subject either linking theoretical and practical aspects, external articles, analysis of real external situations, etc. and contributing his personal reflection, with a critical spirit that goes beyond the mere collection of information from different sources.

### SUMMARY STUDENT WORKING HOURS

CLASSROOM HOURS			
Ejercicios y resolución de casos y de problemas	Simulaciones, juegos de rol, dinámicas de grupo	Lecciones de carácter expositivo	
24.00	24.00	8.00	
NON-PRESENTIAL HOURS			
Ejercicios y resolución de casos y de problemas	Estudio individual y/o en grupo y lectura organizada	Simulaciones, juegos de rol, dinámicas de grupo	Trabajos monográficos y de investigación, individuales o colectivos





38.00

14.00

42.00

25.00

**ECTS CREDITS: 6,0 (175,00 hours)**

## EVALUATION AND CRITERIA

The use of AI to produce full assignments or substantial parts thereof, without proper citation of the source or tool used, or without explicit permission in the assignment instructions, will be considered plagiarism and therefore subject to the University's General Regulations.

### Ratings

#### Ordinary Call Evaluation Requisites

For the global evaluation of the negotiation class it is necessary to approve each of the evaluable headings and have at least 4 out of 10 in the final individual exam.

If the student has had more than two unjustified absences or absences not authorized by the Head of Studies, or has failed the final exam, he/she will have to attend the extraordinary session.

Regarding the improper use by students of the GPT Chat and/or any other IAG in all evaluation activities:

It will be considered a serious offense, according to the General Regulations of the University, art. 168.2.e: "carrying out actions tending to falsify or defraud the academic performance evaluation systems." The consequences of this will be "temporary expulsion of up to three months or the prohibition to take the exam in the next call to the imposition of the sanction, in one or several subjects of which the student is enrolled, [...] apart from assuming the grade of suspense (0) in the respective subject, [...] [and] the prohibition to take the exam in that subject in the following call".

If any teacher of the Teaching Team allows the use of any IAG tool in their group, students will be required to reflect said use in an internal Moodle document, following the rules that the teacher sets out so that it is in accordance with the regulations of the university.

#### Students with exemption from school: Exchange students

a. It will be entirely the responsibility of the student to benefit from this curricular adaptation,,communicate your situation by mail to the corresponding teacher in the first month of the course.

b. Ordinary theoretical-practical exam with a value of 100%. To optimize the result of the exam, the student will find the relevant documentation in the space reserved in the Moodle platform.

#### 2. Failing the ordinary call:

Students not passing the exam but passing the other evaluation requirements:

- Two parts exam: Application of theoretical knowledge (25%) and negotiation problem resolution (25%) = 50% (Average with other



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evaluation items 50%).

Students passing the exam but not the other evaluation requirements:

Students must hand in work documents as requires by the Professor to compensate any evolution criteria, prior validation of the class Coordinator.

Students not passing the evaluation criteria and not passing or not presented to exam:

Individual monographic work (30%) and public defense in front of class and Professor (20%) = 50%

Two parts exam: Application of theoretical knowledge (25%) and negotiation problem resolution (25%) = 50% (Average with other evaluation items 50%).

## BIBLIOGRAPHY AND RESOURCES

### Basic Bibliography

ROGER FISHER , WILLIAM URY - BRUCE PATTON: "Obtenga el sí. El arte de negociar sin ceder", Gestión 2000. Edición 2011.

ROGER FISHER - WILLIAM URY - BRUCE PATTON: "Getting to yes. Negotiating an Agreement without giving in", RH Business Books. Edition 2012.

BAZERMAN, MAX – MALHOTRA, DEEPAK. "El negociador genial" 2013. Colección Empresa Activa. Ed. Urano

### Complementary Bibliography

Never Split the Difference: Negotiating as If Your Life Depended on It [Christopher Voss](#) (2016) Harper Collins

Getting Ready to Negotiate (The Getting to Yes Workbook), Roger Fisher & Danny Ertel, Penguin (1995) Books.

Shaping the Game: The New Leader's Guide to Effective Negotiating, Michael Watkins. (2006) Harvard Business Review Press

Give &Take. The Complete Guide to Negotiating Strategies and Tactics, Dr. Chester L. Karrass, (2016) HarperCollins.

Secrets of Power Negotiating. Updated for the 21st Century, Roger Dawson, (2010) Career press.