



RESENTACIÓN

• Negotiation is both an art and a science. The science of a negotiation is a structured approach for formal negotiations and resolutions of conflict. The science includes things like preparation, discussion, clarification of goals, negotiating towards a 'win-win' outcome, agreement and implementation of a course of action. The art of managing relations with others and practicing diplomacy includes understanding our own and others' unique emotions, feelings, perceptions, personalities and values. The vast majority of our negotiations are informal involving a misunderstanding, difference of opinion or a conflict. Formal processes, or the science, are not always possible or appropriate for less formal day-to-day management of relations with others. Based on decades of personal experience, sound theory and robust academic research this course focuses on what it takes to be effective in organisations, accelerate careers and avoid mis-steps that can de-rail highly intelligent and talented people in their professions. The amalgamation of practical and academic methodologies and tools used in this course will ensure students acquire pragmatic and actionable insights about themselves and others. Students will leave this course with an enhanced repertoire of knowledge, behaviours and skills to be successful in leading self, managing relations with others, understanding conflict and negotiation situations and approaching resolutions. Application of the course content will help students to achieve greater personal and professional satisfaction, a more positive impact and relationship with others and success in navigating their way through complex situations. Amongst students' take-aways from this course is an opportunity to gain exposure to instruments that are used in high-level executive development and are not typically available to university students including personal Myers-Briggs Type Indicator™ (MBTI™) and Thomas-Kilmann Conflict Mode Instrument™ (TKI™) reports. The content of the course is structured around three components: self-awareness, self-knowledge and communications. The model in Program below illustrates the course design and content of these three components.

- **Carácter:** OP (required for ELG)
- **Curso Académico:** 2025-2026
- **ECTS:** 3
- **Curso y semestre:** 3rd year, 2nd semester
- **Idioma:** English
- **Título:** ELG
- **Módulo y materia de la asignatura:** OP específicas
- **Profesor responsable de la asignatura:** James Lockhart
- **Profesores:** James Lockhart
- **Horario y aula:** see [here](#)

RESULTADOS DE APRENDIZAJE .

COMPETENCIAS

CG2- Identificar, integrar y utilizar los conocimientos adquiridos en el argumento, discusión o resolución de problemas relevantes para lo económico y/o empresarial.



Universidad de Navarra

CG5- Saber comunicar oralmente o por escrito resultados y análisis de utilidad en lo económico o empresarial.

CEO.ELG.5. Desarrollar competencias personales para desenvolverse en entornos complejos y globalizados, tales como liderazgo, argumentación y/o comunicación.

PROGRAMA

ACTIVIDADES FORMATIVAS

All students take part in the following activities:

- Class lectures include in-class videos, full-class discussions, role plays, video production, competitive quizzes and practical exercises. Every class lecture begins with Key Learning Points (KLPs) from the previous class with some students selected to explain their KLP to the entire class.
- Students bring a journal to every class session and keep it throughout the weeks to capture their reflections. Reflective journaling is invaluable to the students' personal development and their success on the course.
- Key Learning Points (KLPs) are an important feature in our course design. Students write one succinct KLP that stands-out for them from each class session and post their KLP within 24 hours of that class day for sharing with the entire class.
- Appreciations are a written submission of simple and sincere appreciation after each class session for anything each student wishes to recognise in their colleagues, from the class experience or anything else that they are grateful for that day and post their Appreciation within 24 hours of that class day for sharing with the entire class.
- 30-minutes' coaching sessions, in addition to regular office hours for discussion about course content, are available to all students with the professor. A coaching session can be about anything that is important to the student, that may help you in their growth and development and helps students' to create ways forward with their conundrum or personal challenge.
- The practical application is done in Peer Coaching Communities (PCCs) of five to six students per PCC. PCCs are constructed to be as diverse as possible based on demographic and psychometric information.
- Contemplations and reflections are provided at the end of each class along with the required and recommended readings and videos for the next class.

EVALUACIÓN

MAY

Engagement (50%): commitment, involvement and dedication to the course content, process, personal growth and learning community

Evaluation Criteria:

- Attendance (10%) (excused absences do not detract from scores)



Universidad de Navarra

- Class Participation (10%) - actively questioning, contributing to class discussions and questions and/or presented PCC work to the class during de-briefs and report backs)
- Key Learning Points (10%) (submission after each session | original thoughts, i.e., own synthesis and ideas not copied)
- Appreciations (10%) (submission after each session | original thoughts)
- Peer Coaching Community (10%) - contributions and involvement based on structured evaluation of peer feedback scores and comments

Two-part written formative essay (25% each)

1. Managing Relations with Others (1000 words \pm 10%)
2. Professional Development Plan (PDP)

Part A: Managing Relations with Others formative essay is a written paper summarising students' learnings and personal insights from the course. It is intended to be a demonstration of an assimilation and understanding of course content, tools and frameworks, Peer Coaching Community assignments, group and individual exercises, readings, videos and personal reflections.

Part A: Managing Relations with Others Evaluation Criteria:

- Demonstration of deep reflection
- Reference to course content and concepts, readings, videos and other resources
- Explanation of key learnings and insights
- Reference to relevant Peer Coaching Community discussions and insights gained in those
- Disclosure on personal reflections and insights from your journal and reflective writing assignments about growth of self-awareness, self-knowledge, interpersonal relationships and managing relationships with others
- Adherence to the deadline for submission

Part B: Professional Development Plan (PDP) is a structured and detailed individual personal development plan (PDP) with students' personal and professional development goals, details of proposed actions and timeframes for building on their strengths and developing their shortcomings based on insights from the course. The Professor provides his own notes on **Professional Development Planning** and some structured reflections for students in a workbook format for guidance.

Leadership Development Action Plan Evaluation Criteria:

- Specificity and structure in the plan using best practice personal development planning guidelines provided the professor's *Professional Development Planning: Five Steps to Your Professional Development Plan*
- **Adherence to the deadline for submission**

Additional notes about student evaluation and evaluation criteria:

- Photographs, illustrations and any other creative media may be used to enhance the essay and personal development action plan but do not replace word count.
- Adherence to submission deadlines and wordcount are evaluation criteria.
- Students may write in any preferred language and submit this with an English translation to the professor. Quality of reflection, insights and content are most important. This is not an English class.
- Submit Parts A and B in a single document.



Universidad
de Navarra

- Wordcount is noted at the end of the essay

HORARIOS DE ATENCIÓN

D James Lockhart (jlockhart@unav.es)

- Office hours by appointment Monday-Friday and week-ends. The professor's email, mobile, WhatsApp and LinkedIn are all methods of communications between the students and professor.

BIBLIOGRAFÍA

Below are listed the required readings and videos to be completed prior to some classes and do not include the required readings and videos that take place in the classes and PCC work sessions outside of class time or the recommended readings, videos and other resources that are provided.

Readings:

Lockhart, James. *The Learning Mindset: The Fundamental Aptitude for Lifelong Learning, Optimal Outcomes and Rewarding Relationships*, 2021.

Videos:

Eurich, Tasha. Increase Your Self-awareness With One Simple Fix. TEDxMileHigh, 19 December 2017. <https://www.youtube.com/watch?v=tGdsOXZpyWE>

Eurich, Tasha. *Three Strategies for Becoming More Self-aware*. 3 May 2017. <https://www.youtube.com/watch?v=uyQlx2p7Qe8>

Goleman, Daniel. Emotional Intelligence, 26 January 2011. <http://www.youtube.com/watch?v=wJhfKYzKc0s>

Maber, Treveor. *Rethinking thinking*, 15 October 2012. <https://www.youtube.com/watch?v=wJhfKYzKc0s>