

## SYLLABUS

### *Skills I*

2025 – 2026 Academic Year

**Máster Universitario en  
Diplomacia y Organizaciones  
Internacionales**

**BASIC DATA**

**SUBJECT DATA**

<b>CODE</b>	573342
<b>NAME</b>	Skills I
<b>MODALITY</b>	Compulsory
<b>TERM</b>	Second term
<b>TIME</b>	Tuesdays, 9:30 to 13:45 (plus certain special dates)
<b>LANGUAGE</b>	Adrià Reyes: English (inc. simulation) Gonzalo Fernández: Spanish Christopher Tulloch: English Nikki Finneman: English
<b>ECTS</b>	3.0

**COORDINATION**

Dr. Adrià Reyes, Lecturer, *CEI International Affairs*.

**PROFESSORS**

Dr. Adrià Reyes, Lecturer, *CEI International Affairs*.

INVITED LECTURERS:

- Dr. Christopher Tulloch, Professor in International Journalism, *Universitat Pompeu Fabra*.
- Dr. Gonzalo Fernández Codina, Lawyer and Lecturer in Legal Philosophy, *Universitat de Barcelona*

- *Mrs. Nikki Finneman, Diplomat, US Consulate in Barcelona*

## COURSE OBJECTIVES

To reinforce negotiation, argumentation and public speaking skills, as well as leadership skills, in order to complement the academic content of the Master's program. In order to face the different work and personal challenges that are found in professional life requires personal skills that are not usually taught nowadays in the first cycles of university. It is increasingly necessary to train professionals with these skills, who are capable of handling conflict situations, negotiating agreements of all kinds, expressing themselves correctly both orally and in writing, communicating ideas and knowing how to convince and listen to others, etc. Together with Skills II, the aim of this course is to offer a series of subjects taught by leading specialists, who will always provide a practical and participative vision of the subject.

In the context of this subject, an international negotiation simulation will also take place. The main objective of this exercise in international negotiation simulation (hereinafter: simulation - negotiation) is for students to put into practice the skills that will have been acquired in the rest of the sessions of the Skills subjects as well as the knowledge acquired in the framework of the rest of the subjects of the Master's program. Beyond the acquisition of specific knowledge linked to the specific case of the simulation, the aim is also to generate a space in which students can develop their teamwork, negotiation and persuasion skills, as well as their oral and written expression.

## LEARNING OUTCOMES

K04 - Describe the political analysis tools used in the study of international relations.

H03 - Analyze the interests of the actors involved in each international context with all their political, economic, and legal elements.

H05 - Contrast different positions and views related to international relations and international law. H06 - Manage global governance institutions and the roles played by public and private actors.

H07 - Discuss the main challenges in the field of international relations and international law.

C03 - Show attitudes consistent with ethical conceptions, deontological codes, and intellectual integrity, with awareness of the social implications of the various activities carried out in the field of relations and international law.

C04 - Work in a team efficiently and in a coordinated manner, both in disciplinary and interdisciplinary teams, in the design, management, planning, and execution of projects and collective challenges in the field of international relations and law.

C10 - Formulate solutions to specific problems of international governance in international and multicultural environments, with original and high-level arguments, both orally and in writing.

K – Knowledge or content

H – Skills or abilities

C - Competences

#### SESSIONS ON PROFESSIONAL SKILLS, SCHEDULE

##### ***Public speaking and reasoning:***

##### **SESSION 1 & 2 (Friday, October 17th, 2026, 9:30-13:45): “Argumentación jurídica”**

Dr. Gonzalo Fernández Codina

##### **SESSIONS 3 & 4 (Tuesday, February 3rd, 2026, 9:30-13:45): “English language discourse techniques for effective diplomatic communication”**

Dr. Christopher Tulloch

##### **SESSION 5 (Tuesday, February 24th, 2026, 9:30-11:30): “Diplomatic Negotiation”**

Mrs. Nikki Finneman

## SIMULATION SESSIONS, SCHEDULE

**Presentation session (Tuesday, January 27th, 2026 9:30-11:30):** Presentation of the simulation format, functioning and schedule; presentation of the case and setting of expectations regarding teamwork, research and report writing; role assignment; handing out of the instructions and basic materials.

**Session 1 (Tuesday, March 10th, 2026, 9:30-13:45):** First round of simulated negotiation.

**Session 2 (Tuesday, March 24th, 2026, 9:30-13:45):** Second round of simulated negotiation.

**Session 3 (Tuesday, April 14th, 2026, 9:30-13:45):** Third round of simulated negotiation and conclusions.

Dr. Adrià Reyes i Langa (all sessions)

## PREVIOUS KNOWLEDGE

## SUBJECT REQUIREMENTS

There are no enrollment restrictions regarding other subjects in the study plan.

## OTHER REQUIREMENTS

Completion of the mandatory training complements for those students who do not come from the indicated degrees.

These are:

- Introduction to public international law and international organizations (2 ects).
- Introduction to international relations and international politics (2 ects).
- Introduction to economics and international trade (2 ects)

## TEACHING METHODOLOGY

This course combines theoretical sessions with practical sessions and workshops and simulation sessions.

The methodology of the course is based on the simulation of a realistic multilateral international negotiation, developed in different stages or rounds, in which students will assume a myriad of roles corresponding to the main actors to be taken into account for the specific case.

To do so, the teacher will formulate a specific situation related to one of the challenges or threats faced by the contemporary international community and will distribute among the students the roles of the main actors in that context. After a process of research and familiarization with the objectives, priorities and courses of action in relation to the central theme of the simulation, students will have to assume the role assigned to them when developing and executing the various training activities. Throughout three different sessions, the students will have to face a series of simulated circumstances to which they will have to react following the guidelines indicated by the teacher. The activities will also include preparation tasks to be developed by the students before the face-to-face sessions and critical reflection tasks to be carried out afterwards.

The language of all the activities and exercises to be developed in the simulation is English.

## EVALUATION

The evaluation of the simulation will be based on the work and activities developed throughout the scheduled sessions, including exercises proposed by the teacher, written documents, oral presentations and interaction with the rest of the participants. All students must partake in continuous evaluation; for this subject single evaluation is not an option.

The written exercises developed outside the classroom (as preparation or as critical reflection, see "Methodology" section) will represent 50% of the final grade; the activities developed in the classroom will represent the other 50% of the grade.

Specifically, the following criteria will be used as guidelines: the adequate preparation of the assigned roles and the positions defended; the pertinence and relevance of the documents prepared for each phase of the simulation; the oral and argumentative quality of the interventions; the coordination of the group work; and the negotiating skills displayed in each of the sessions.

## REASSESSMENT

Students who participated in at least 50% of the negotiation rounds and who failed the subject will be able to get re-assessed. Re-assessment will consist in an oral exam worth 100% of the grade which will deal with the contents, format, strategy, etc of the simulation.

**WORKLOAD**

**HOURS OF DEDICATION**

<b>TOTAL</b>	74
<b>THEORY AND PRACTICE LESSONS</b>	24
<b>DIRECTED WORK</b>	25
<b>AUTONOMOUS WORK</b>	25

**BASIC BIBLIOGRAPHY**

- BANKS, MICHAEL. H, GROOM, A. JOHN R. y OPPENHEIM, ABRAHAM N., "Gaming and Simulations in International Relations", *Political Studies*, vol. 16, núm. 1, 1968, pp. 1-17.
- CALDWELL, DANIEL, "The 1990 Middle East Crisis: A Role-Playing Simulation", *Foreign Policy Analysis Notes*, vol. 16, núm. 2, 1991, pp. 13-15.
- KAUFMAN, JOYCE, "Using simulation as a tool to teach about international negotiation", *International Negotiation: A Journal of Theory and Practice*, vol. 3, núm. 1, 1998, pp. 59-75.
- SHAW, CAROLYN M., "Using Role-Play Scenarios in the IR Classroom: An Examination of Exercises on Peacekeeping Operations and Foreign Policy Decision Making", *International Studies Perspectives*, vol. 5, núm. 1, 2004, pp. 1-22.
- STARKEY, BRIGID A. y BLAKE, ELIZABETH L., "Simulation in International Relations Education", *Simulation and Gaming*, vol. 32, núm. 4, 2001, pp. 537-551.
- VINCENT, ANDREW y SHEPHERD, JOHN, "Experiences in Teaching Middle East Politics via Internet-Based Role-Play Simulation", *Journal of Interactive Media in Education*, vol. 3, 1998, pp. 1-35.

[Details on the basic bibliography regarding the simulation case will be provided by the teacher during the presentation session].