

## SYLLABUS

### 1. Data about the program

1.1 Higher education institution	Babeş-Bolyai University
1.2 Faculty	Faculty of Psychology and Educational Sciences
1.3 Department	Department of Psychology
1.4 Field of study	Psychology
1.5 Study cycle	Master
1.6 Study program / Qualification	Master's Degree in Human Resource Psychology and Organizational Health

### 2. Course information

2.1 Name of the course	Multi-party collaboration and negotiation (Colaborare și negociere) PME 1440						
2.2 The holder of the course activities	Prof. Univ. Dr. Petru Curşeu						
2.3 The holder of the seminar activities	Prof. Univ. Dr. Petru Curşeu						
2.4 Year of study	2	2.5 Semester	4	2.6. Type of evaluation	E	2.7 Course regime	DS

### 3. Estimated total time (hours per semester of teaching activities)

3.1 Number of hours per week	3	Of which: 3.2 course	2	3.3 seminar/laboratory	1
3.4 Total hours in the curriculum	42	Of which: 3.5 course	28	3.6 seminar/laboratory	14
Distribution of estimated time:					Ore
Studying textbook, course support, bibliography, and notes					33
Additional documentation in the library, on specialized electronic platforms and in the field					25
Preparation of seminars / laboratories, papers, portfolios, and essays					50
Tutorship					2
Evaluations					3
Other activities:					-
3.7 Total hours of individual study	108				
3.8 Total hours per semester	150				
3.9 Number of ECTS credits	6				

### 4. Preconditions (where applicable)

4.1 curriculum	<ul style="list-style-type: none"> <li>• Social Psychology (Bachelor Sem 3 and 4),</li> <li>• Organizational Psychology (Bachelor Sem 6).</li> </ul>
4.2 competencies	<ul style="list-style-type: none"> <li>• Basic skills and knowledge of research methods specific to social sciences</li> <li>• Knowledge of the fundamental theories in Organizational Psychology</li> </ul>

### 5. Conditions (where applicable)

5.1 Course conduct	<ul style="list-style-type: none"> <li>• Room with at least 50 seats, computer and video projector</li> </ul>
5.2 Conducting the seminar	<ul style="list-style-type: none"> <li>• Room with at least 50 seats, computer and video projector</li> </ul>

## 6. The specific skills accumulated

<b>Professional Competencies</b>	<ul style="list-style-type: none"> <li>● The student is able to develop evidence-based methods and instruments drawing upon the scientific literature (theories, frameworks, empirical data) in order to identify, measure, and evaluate a set of individual, group, organizational, and situational characteristics (1.3.).</li> <li>● The student is able to define the complex situation or problems affecting a group, department, or organization based on the data collected from the organization (1.4.).</li> <li>● The student knows the structure and distribution of multiple organizational levels (individual, group, organizational, and multi-level) and the interacting dynamics between multiple organizational levels that inform the proposal and implementation of specific interventions in order to increase organizational performance and innovation (3.1.).</li> <li>● The student is able to differentiate between and adopt perspectives, approaches, and theories or organizational complexity in order to inform actions and decisions that support organizational performance (3.3).</li> <li>● The student is able to describe and understand different types of organizational diversity, as well as the impact of diversity on organizational dynamics in order to improve the performance and innovation of multiple organizational levels (3.4.).</li> </ul>
<b>Transversal competencies</b>	<ul style="list-style-type: none"> <li>● The student can identify the elements of a certain situation or complex problem within an organization, and the relation between them in order to have a better understanding (2.3.).</li> <li>● The student is able to manage and offer counseling to the parties involved in emergent conflicts within a professional context, in order to repair, optimize and mention work performance (3.1.).</li> <li>● The student is able to implement their knowledge regarding the group dynamics and processes in order to maintain an efficient collaboration within the work teams (3.2.).</li> <li>● The student is able to facilitate the negotiation between stakeholders with complex interests, in order to achieve organizational objectives and maintain professional relations (3.3.).</li> <li>● The student is able to organize a project to regulate his own activity and to offer consulting to anyone involved in interorganizational and intraorganizational projects (4.3.).</li> <li>● The student is able to auto-evaluate his performance in order to actualize his own professional needs in the field of human resources psychology and organizational health (6.1.).</li> </ul>

## 7. The objectives of the discipline (based on the grid of acquired competencies)

7.1 The general objective of the discipline	<ul style="list-style-type: none"> <li>● Understanding the dynamic and multi-level models that address the issue of interpersonal interactions in the context of intra- and inter-organizational relationships, as well as their use in explaining negotiation and collaboration processes</li> </ul>
7.2 Obiectivele specifice	<ul style="list-style-type: none"> <li>● Understanding dyadic negotiation</li> <li>● Understanding negotiation and collaboration in small social groups</li> <li>● Understanding negotiation and collaboration in trans-organizational social systems</li> </ul>

## 8. Contents

8.1 Course	Teaching methods	Remarks
Negotiation and collaboration – a systemic approach	Interactive lecture	

Cognitive and emotional dynamics in interpersonal relationships	Interactive lecture	
Negotiation in social dyads	Interactive lecture	
Negotiation and collaboration in small social groups	Interactive lecture	
Inter-group negotiation and collaboration	Interactive lecture	
Negotiation in interorganizational relations	Interactive lecture	
Framing and re-framing in negotiation	Interactive lecture	
Cultural aspects in the negotiation dynamics	Interactive lecture	
Gender differences in the dynamics of negotiation and collaboration	Interactive lecture	
Power relations in negotiation	Interactive lecture	
Trust and psychological security in negotiation and collaboration	Interactive lecture	
Ethical principles in negotiation	Interactive lecture	
Sustainability decisions – between conflict and negotiation	Interactive lecture	
Summary and conclusions – multi-level dynamics of negotiation and collaboration	Interactive lecture. Knowledge synthesis	
8.2. Seminar / laboratory	Teaching methods	Remarks
Introduction to negotiation	Video presentation and discussion	
Identifying emotional dynamics within relationships of collaboration and negotiation	Video presentation and discussion	
Role play in negotiation and interpersonal collaboration 1	Role play, analysis	
Role play in negotiation and interpersonal collaboration 2	Role play, analysis	
Role play in negotiation and interpersonal collaboration 3	Role play, analysis	
Simulation – inter-group negotiation 1	Practical exercise	
Simulation – inter-group negotiation 2	Practical exercise	
Simulation – inter-group negotiation 3	Practical exercise	
Case study - cultural aspects in negotiation dynamics	Case Study	
Case study - power relations in negotiation	Case Study	
Case study - ethical principles in negotiation	Case Study	
Analysis of trust in negotiation relationships	Directed discovery	
Reflection - simulation and theoretical analysis in the understanding of negotiation	Directed discovery	
Summary and conclusions	Knowledge synthesis	
<b>References</b>		
Bazerman, M. (2003). The Mythical Fixed Pie. <i>Negotiation</i> , 6, 11., 3-5		
Bouwen, R., Taillieu, T. (2004). Multi-party collaboration as social learning for interdependence: Developing		

relational knowing for sustainable natural resource management. *Journal of Community and Applied Social Psychology*, 14, 137-153.

Curșeu, P. L. & Schruijer, S. G. L. (2008). The effects of framing on inter-group negotiation. *Group Decision and Negotiation*, 17, 4, 347-362.

Curșeu, P. L. (2011). Framing effects in small group and inter-group negotiation: A cognitive perspective, in W. Donohue, R. J. Rogan and S. Kaufman (Eds) *Framing Matters: Perspectives on Negotiation and Practice in Communication*, (p.71-94) Peter Lang International Academic Publishers, New York.

Curșeu, P. L., & Schruijer, S. G. (2017). Stakeholder diversity and the comprehensiveness of sustainability decisions: the role of collaboration and conflict. *Current Opinion in Environmental Sustainability*, 28, 114-120.

Jang, D., Elfenbein, H. A., & Bottom, W. P. (2018). More than a phase: Form and features of a general theory of negotiation. *Academy of Management Annals*, 12(1), 318-356.

Fleștea, A. M., Curșeu, P. L., & Fodor, O. C. (2017). The bittersweet effect of power disparity: Implications for emergent states in collaborative multi-party systems. *Journal of Managerial Psychology*, 32(5), 401-416.

Fleștea, A. M., Fodor, O. C., Curșeu, P. L., & Miclea, M. (2017). ‘We didn’t know anything, it was a mess!’ Emergent structures and the effectiveness of a rescue operation multi-team system. *Ergonomics*, 60(1), 44-58.

Galinsky, A. & Magee, J. (2006). Power Plays. *Negotiation*, 9, 7.

Lewicki, R. (2007). Walk the line: Ethical Dilemmas in Negotiation. *Negotiation*, 10, 5.

Lewicki, R. J., Saunders, D. M., & Barry, B. (2006). *Negotiation*, Fifth Edition, McGraw-Hill Irwin.

Schruijer, S. (2006). Research on collaboration in action. *International Journal of Action Research*, 2(2), 222-242.

**9. Corroborating the contents of the discipline with the expectations of the representatives of the epistemic community, professional associations and representative employers in the field related to the program**

The content of the discipline is consistent with what is taught in other university centers in the country and abroad. For a better adaptation to the demands of the labor market of the content of the discipline, in order to promote the idea of a practitioner-researcher, the topics presented in the course were discussed with former students, currently employed in different applied fields of psychology.

The contents of the discipline are compatible with the recommendations of professional associations at European level (EAWOP and EFPA) regarding the granting of the right to practice freely in Work and Organizational Psychology in Europe.

**10. Evaluation**

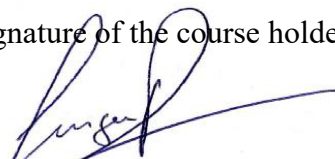
Activity type	10.1 Evaluation criteria	10.2 evaluation methods	10.3 Weight in the
10.4 Course	Applied project	Project presentation	60%
10.5 Seminar/laboratory	Case study	Case study presentation	40%
10.6 Minimum performance standard			
The conditions for passing the Multi-party collaboration and negotiation exam are:			
<ul style="list-style-type: none"> <li>- Passing the project presentation and case study (minimum 4.5 points on a scale from 1 to 10)</li> <li>- The final grade (combined score: project and case study) exceeds 4.5 on a scale from 1 to 10)</li> </ul>			

Date of completion

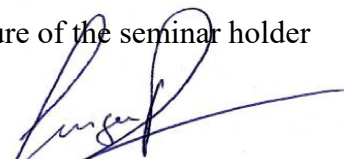
14.09.2023

Date of approval in the department

Signature of the course holder



Signature of the seminar holder



Signature of the department chair/director

14.09.2023

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