

SYLLABUS

Negotiation and conflict management techniques

University year 2025-2026

1. Information regarding the programme

1.1. Higher education institution	Universitatea Babeş-Bolyai din Cluj Napoca
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	License
1.6. Study programme/Qualification	Psychology - Cognitive Sciences/ Bachelor in Psychology
1.7. Form of education	Învățământ cu frecvență

2. Information regarding the discipline

2.1. Name of the discipline	Negotiation and conflict management techniques			Discipline code	PLE1643		
2.2. Course coordinator	Lect. dr. Cătălina Oțoiu						
2.3. Seminar coordinator	Lect. dr. Cătălina Oțoiu						
2.4. Year of study	3	2.5. Semester	6	2.6. Type of evaluation	E, V	2.7. Discipline regime	DS

3. Total estimated time (hours/semester of didactic activities)

3.1. Hours per week	3	of which: 3.2 course	2	3.3 seminar/laboratory	1
3.4. Total hours in the curriculum	36	of which: 3.5 course	24	3.6 seminar/laborator	12
Time allotment for individual study (ID) and self-study activities (SA)					hours
3.5.1. Learning using manual, course support, bibliography, course notes (SA)	25				
3.5.2. Additional documentation (in libraries, on electronic platforms, field documentation)					15
3.5.3. Preparation for seminars/labs, homework, papers, portfolios and essays					18
3.5.4. Tutorship					2
3.5.5. Evaluations					3
3.5.6. Other activities:					1
3.7. Total individual study hours	64				
3.8. Total hours per semester	100				
3.9. Number of ECTS credits	4				

4. Prerequisites (if necessary)

4.1. curriculum	<ul style="list-style-type: none"> • Social cognition • Group dynamics
4.2. competencies	<ul style="list-style-type: none"> • Basic competencies and knowledge of research methods that are specific to social sciences • Knowledge of the fundamental theories in Social Psychology

5. Conditions (if necessary)

5.1. for the course	Classroom with at least 50 seats, computer and video a projector/Online course conducted through the MS Teams platform.
5.2. for the seminar /lab activities	Classroom with at least 50 seats, computer and video a projector/Online seminar conducted through the MS Teams platform.

6. Specific competencies acquired ¹

Professional/essential competencies	<ul style="list-style-type: none"> • Acquiring a systematic and comprehensive theoretical understanding of negotiation, conflict and collaboration in social systems • Acquiring a systematic and comprehensive theoretical understanding of negotiation, conflict and collaboration in social systems • Acquiring knowledge and developing the ability to describe the efficient approach to conflict in these contexts • Using the dynamic and multi-level theoretical models that address the issue of interpersonal interactions in order to design and implement interventions that can optimize interpersonal relationships in organizational and trans-organizational contexts. • Using the dynamic and multi-level theoretical models that address the issue of interpersonal interactions in order to design and implement interventions that can optimize interpersonal relationships in organizational and trans-organizational contexts.
Transversal competencies	<ul style="list-style-type: none"> • Fulfilling professional tasks in line with the values and ethical principles in action • Developing of teamwork skills by planning and implementing activities in small social groups • The constant evaluation of one's own needs for continuous development in order to adapt one's professional skills to the changing requirements of the socio-organizational context (development as a scientist-practitioner) • Developing personal responsibility for professional development in this field of work • Adopting a responsible attitude regarding the design and implementation of research projects within the field

7. Objectives of the discipline (outcome of the acquired competencies)

7.1 General objective of the discipline	<ul style="list-style-type: none"> • Understanding the multi-level models that address interpersonal interaction issues in the context on intra- and inter- organizational relationships, as well as applying them to explaining negotiation and collaboration processes
7.2 Specific objective of the discipline	<ul style="list-style-type: none"> • Understanding dyadic negotiation • Understanding negotiation and collaboration in small groups • Understanding negotiation and collaboration in trans-organizational social systems

8. Content

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 settings	Interactive lecture	
Framing and re-framing in negotiation	Interactive lecture	
Cultural aspects in the dynamics of negotiation	Interactive lecture	
Gender differences in the dynamics of negotiation and collaboration	Interactive lecture	
Power dynamics in negotiation	Interactive lecture	
Trust and psychological safety in negotiation and collaboration	Interactive lecture	
Ethical principles in negotiation	Interactive lecture	

¹ One can choose either competences or learning outcomes, or both. If only one option is chosen, the row related to the other option will be deleted, and the kept one will be numbered 6.

Sustainability decisions - between conflict and negotiation	Interactive lecture	
Summary and conclusions - multi-level dynamics of negotiation and collaboration	Knowledge synthesis	
<p>Bibliography</p> <p>Bazerman, M. (2003). The Mythical Fixed Pie. <i>Negotiation</i>, 6, 11, 3-5</p> <p>Bouwen, R., Taillieu, T. (2004). Multi-party collaboration as social learning for interdependence: Developing relational knowing for sustainable natural resource management. <i>Journal of Community and Applied Social Psychology</i>, 14, 137-153.</p> <p>Curşeu, P. L. & Schruijer, S. G. L. (2008). The effects of framing on inter-group negotiation. <i>Group Decision and Negotiation</i>, 17, 4, 347-362.</p> <p>Curşeu, 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) <i>Framing Matters: Perspectives on Negotiation and Practice in Communication</i>, (p.71-94) Peter Lang International Academic Publishers, New York.</p> <p>Curşeu, P. L., & Schruijer, S. G. (2017). Stakeholder diversity and the comprehensiveness of sustainability decisions: the role of collaboration and conflict. <i>Current Opinion in Environmental Sustainability</i>, 28, 114-120</p> <p>Jang, D., Elfenbein, H. A., & Bottom, W. P. (2018). More than a phase: Form and features of a general theory of negotiation. <i>Academy of Management Annals</i>, 12(1), 318-356.</p> <p>Fleştea, A. M., Curşeu, P. L., & Fodor, O. C. (2017). The bittersweet effect of power disparity: Implications for emergent states in collaborative multi-party systems. <i>Journal of Managerial Psychology</i>, 32(5), 401-416. Fleştea, A. M., Fodor, O. C., Curşeu, 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. <i>Ergonomics</i>, 60(1), 44- 58.</p> <p>Galinsky, A. & Magee, J. (2006). Power Plays. <i>Negotiation</i>, 9, 7.</p> <p>Lewicki, R. (2007). Walk the line: Ethical Dilemmas in Negotiation. <i>Negotiation</i>, 10, 5.</p> <p>Lewicki, R. J., Saunders, D. M., & Barry, B. (2006). <i>Negotiation</i>, Fifth Edition, McGraw-Hill Irwin.</p> <p>Schruijer, S. (2006). Research on collaboration in action. <i>International Journal of Action Research</i>, 2(2), 222-242.</p>		
8.2 Seminar / laboratory	Teaching methods	Remarks
Introduction to negotiation	Interactive lecture	
Identifying emotional dynamics in collaboration and negotiation settings	Interactive lecture	
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	Simulation, analysis	
Simulation - inter-group negotiation 2	Simulation, analysis	
Simulation - inter-group negotiation 3	Simulation, analysis	
Case study - cultural issues in the dynamics of negotiation	Case study analysis	
Case study - power dynamics in negotiation	Case study analysis	
Case study - ethical principles in negotiation	Case study analysis	
The analysis of trust in negotiation relationships	Guided discovery	
Reflection - simulation and theoretical analysis in understanding negotiation	Guided discovery	
Summary and conclusions	Knowledge synthesis	
<p>Bibliography</p> <p>Bazerman, M. (2003). The Mythical Fixed Pie. <i>Negotiation</i>, 6, 11, 3-5</p> <p>Bouwen, R., Taillieu, T. (2004). Multi-party collaboration as social learning for interdependence: Developing relational knowing for sustainable natural resource management. <i>Journal of Community and Applied Social Psychology</i>, 14, 137-153.</p> <p>Curşeu, P. L. & Schruijer, S. G. L. (2008). The effects of framing on inter-group negotiation. <i>Group Decision and Negotiation</i>, 17, 4, 347-362.</p> <p>Curşeu, 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) <i>Framing Matters: Perspectives on Negotiation and Practice in Communication</i>, (p.71-94) Peter Lang International Academic Publishers, New York.</p>		

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 content of the discipline with the expectations of the epistemic community, professional associations and representative employers within the field of the program







The content of the discipline is aligned with what is taught in other universities, both in the country and abroad. In order to better adapt the content of the discipline to the requirements of the labor market, and in order to promote the idea of science-practitioner, the topics presented in the course were discussed with former students, currently employed in various fields of application of psychology.

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

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of final grade
10.4 Course	Written exam	Written exam	60%
10.5 Seminar/laboratory	Case study/ applied project	Applied project	40%
10.6 Minimum standard of performance			
The conditions for passing the Negotiation and Conflict Management Techniques exam are:			
- passing the written exam (minimum 4.5 points of a scale from 1 to 10)			
- a final passing grade (the sum of the points for the exam and the case study/ applied project) should be above 4.5 on a scale from 1 to 10			

11. Labels ODD (Sustainable Development Goals)

	General label for Sustainable Development						
							
							

Date:
29.09.2025

Signature of course coordinator

Lect. dr. Catalina Otoiu

Signature of seminar coordinator

Lect. dr. Catalina Otoiu

Date of approval:

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Signature of the head of department

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