

## WORK PROGRAMME OF THE DISCIPLINE:

<b>COURSE TITLE</b>	<b>CONFLICTOLOGY AND NEGOTIATION THEORY</b>
<b>LEVEL OF HIGHER EDUCATION (DEGREE)</b>	FIRST (BACHELOR)
<b>FIELD OF STUDY</b>	07 MANAGEMENT AND ADMINISTRATION
<b>MAJOR</b>	073 MANAGEMENT
<b>PROGRAM SUBJECT AREA</b>	MANAGEMENT (ENGLISH)
<b>STATUS OF THE DISCIPLINE</b>	Elective
<b>MODE OF STUDIES</b>	FULL-TIME, PART-TIME, E-LEARNING
<b>TOTAL NUMBER OF HOURS/ ECTS CREDITS</b>	150 HOURS /5 ECTS CREDITS
<b>LANGUAGE OF INSTRUCTION</b>	ENGLISH
<b>LECTURER</b>	<b>BIELOVA OLENA IHORIVNA</b> Assoc. Prof., Ph.D.
<b>LECTURER'S PROFILE</b>	<a href="https://www.krok.edu.ua/ua/pro-krok/spivrobotniki/belova-olena-igorivna">https://www.krok.edu.ua/ua/pro-krok/spivrobotniki/belova-olena-igorivna</a>
<b>TEL. NUMBER</b>	+38 063-655-38-38 (Viber)
<b>E-MAIL</b>	<a href="mailto:bielovaoi@krok.edu.ua">bielovaoi@krok.edu.ua</a>
<b>CONSULTATIONS</b>	<i>consultations on campus:</i> - <i>Online consultations:</i> consultations in MS Teams (Fridays 13:30- 14:30)  <a href="https://teams.microsoft.com/join/19%3ameeting_MTZhNzgwZTktNDQ4ZC00MGM5LTkzOWItYTU2NzkzN2U0NWQy%40thread.v2/0?context=%7b%22Tid%22%3a%22cf94ad9d-2983-43f5-9909-722602ea2165%22%2c%22Oid%22%3a%220a60f68c-9f8a-4238-b108-23a5cbbf3c72%22%7d">https://teams.microsoft.com/join/19%3ameeting_MTZhNzgwZTktNDQ4ZC00MGM5LTkzOWItYTU2NzkzN2U0NWQy%40thread.v2/0?context=%7b%22Tid%22%3a%22cf94ad9d-2983-43f5-9909-722602ea2165%22%2c%22Oid%22%3a%220a60f68c-9f8a-4238-b108-23a5cbbf3c72%22%7d</a>

### 1. Brief summary of the course

The Conflictology and Negotiation Theory course provides a comprehensive understanding of the dynamics, causes, and management of conflicts, along with the principles and strategies of negotiation. It examines the psychological, social, and cultural factors that influence conflicts and explores various approaches to conflict resolution in interpersonal, organizational, and international contexts. The course integrates theories from psychology, sociology, and management to analyze conflict behavior, negotiation tactics, and decision-making processes. Students will explore the nature and classification of conflicts, the stages of conflict development, and methods for diagnosing and addressing disputes. Special attention is given to the psychological aspects of communication, emotional intelligence, and cultural diversity in conflict resolution and negotiation practices. The

course also highlights the role of mediation and alternative dispute resolution (ADR) techniques as effective tools for building consensus and maintaining relationships.

The aim of the course is to substantiate the importance, role, and functions of conflictology and negotiation in resolving disputes and achieving mutually beneficial outcomes. The goals of the course include: defining the essence, types, and dynamics of conflicts; examining negotiation styles, models, and strategies; justifying the role of conflict management in organizational effectiveness; and analyzing modern approaches to mediation, collaboration, and ADR processes. By the end of the course, students will develop practical skills for conflict diagnosis, effective negotiation, and strategic decision-making. They will be equipped to manage disputes in diverse environments, balancing competing interests and fostering cooperation. The course prepares students for professional roles in business, diplomacy, human resources, and leadership, where conflict resolution and negotiation skills are critical for success.

## 2. Learning outcomes

### 3. Course scope

Type of class	Total number of hours/ ECTS credits - 150 HOURS /5 ECTS CREDITS		
	full-time	part-time	e-learning
lectures	28	14	14
seminars / practical / laboratory classes	22	7	7
Individual work	100	129	129

### 4. Prerequisites

There are no prerequisites for this course.

### 5. Hardware and software

PC / laptop, Internet access, camera, microphone

### 6. Course policies – students must adhere to a code of academic integrity:

<https://int.krok.edu.ua/images/download/code-of-academic-integrity-2025.pdf>

Academic integrity is the presentation of one's own work and the proper recognition of the contribution of others.

Any violation of this principle constitutes academic dishonesty and may result in poor evaluation and disciplinary action.

#### Forms of academic dishonesty include:

- Plagiarism - presenting all or part of someone else's work as one's own in an academic exercise, such as an exam, a computer program, or a written assignment.
- Fraud - Using or attempting to use unauthorized materials during an exam or assignment, such as using unauthorized texts or notes or improperly obtaining (or attempting to obtain) a copy of an examination or exam answers.
- Promoting academic dishonesty - helping others commit an act of dishonesty, such as replacing an exam or completing a task for someone else.
- Fabrication - modification or transfer, without permission, academic information, or records.

## **7. Programme of the course**

### **Topic 1: Definition of Conflict**

This topic introduces the fundamental concepts of conflict, examining its definition, nature, and characteristics. Students explore the psychological, social, and structural dimensions of conflict, analyzing its causes, types, and consequences in interpersonal, organizational, and international contexts. The topic highlights the dual role of conflict as both a destructive and constructive force, emphasizing its potential to drive growth, change, and innovation. Key theories of conflict, including structural-functional and human relations models, are discussed to provide a theoretical foundation for understanding disputes. Practical examples illustrate the impact of conflicts in various settings, and tools for diagnosing and analyzing conflict situations are introduced.

### **Topic 2: The Conflict Life Cycle**

This topic examines the stages of conflict development, from emergence to resolution. Students analyze the phases of conflict escalation, including latent tension, perceived conflict, felt conflict, manifest conflict, and conflict aftermath. The focus is on understanding triggers, dynamics, and patterns of conflict progression, as well as identifying signs of escalation and de-escalation. The topic explores factors that influence the life cycle of conflict, such as communication barriers, cultural differences, and power imbalances. Practical case studies demonstrate how early intervention and preventive strategies can mitigate escalation and transform conflicts into opportunities for cooperation and improvement.

### **Topic 3: Conflict Management Approaches**

This topic explores various approaches and strategies for managing conflicts effectively. It covers avoidance, accommodation, compromise, competition, and collaboration as core conflict-handling styles. Students examine the benefits and limitations of each approach, learning how to select the most suitable strategy based on the context, stakeholders, and desired outcomes. The topic also introduces mediation, arbitration, and facilitation as alternative dispute resolution (ADR) techniques. Practical examples illustrate how conflict management approaches can be applied in negotiations, team dynamics, and cross-cultural interactions to achieve constructive outcomes and strengthen relationships.

### **Topic 4: Negotiation Process**

This topic provides an in-depth analysis of negotiation as a structured process for resolving conflicts and reaching agreements. Students learn the stages of negotiation—preparation, opening, bargaining, closing, and implementation—and explore techniques for building trust, framing proposals, and handling objections. Key negotiation strategies, including distributive (win-lose) and integrative (win-win) bargaining, are discussed. The topic emphasizes the importance of preparation, goal-setting, and scenario planning to achieve favorable outcomes. Real-life scenarios and role-playing exercises are used to enhance practical negotiation skills and develop strategies for overcoming impasses.

### **Topic 5: Role of Personal Communication Skills in Negotiations**

This topic focuses on the critical role of effective communication in conflict resolution and negotiation. Students explore verbal and non-verbal communication techniques, active listening, and persuasive messaging. The topic highlights the importance of emotional intelligence, empathy, and rapport-building in fostering trust and reducing misunderstandings. Practical strategies for managing emotions, reading body language, and adapting communication styles to different cultural contexts

are examined. Case studies and simulations provide insights into overcoming communication barriers and improving clarity and influence during negotiations.

### Topic 6: Styles of Negotiation

This topic explores different negotiation styles and their impact on outcomes. Students analyze competing, collaborating, compromising, accommodating, and avoiding styles, learning to adapt their approaches based on goals, relationships, and situational factors. The topic emphasizes the importance of self-awareness and flexibility in selecting negotiation styles to achieve desired results. It also highlights the role of cultural norms and personality traits in shaping negotiation behaviors. Real-world examples demonstrate how negotiation styles influence interactions in business, diplomacy, and interpersonal relationships, offering insights into achieving balance between assertiveness and cooperation.

### Topic 7: Prevention and Resolution of Conflicts During Negotiations

This topic focuses on strategies for preventing and resolving conflicts that arise during negotiations. Students learn to identify potential sources of conflict and apply preventive measures, such as clarifying expectations, fostering transparency, and setting ground rules. Techniques for de-escalating tensions, reframing problems, and finding common ground are explored. The topic introduces interest-based negotiation (IBN) and principled negotiation approaches, emphasizing collaborative problem-solving and mutual gains. Practical case studies demonstrate conflict resolution tactics, including third-party mediation and consensus-building strategies, to ensure productive negotiations and sustainable agreements.

## 8. Course scheme

Topic	Number of hours									Control form
	Full-time			Part-time			E-learning			
	Lectures	Seminars /practical	Individual work	Lectures	Seminars /practical	Individual work	Lectures	Seminars /practical	Individual work	
Topic 1: Definition of Conflict	4	2	14	2	1	18	2	1	18	S, T, CS, P
Topic 2: The Conflict Life Cycle	4	4	14	2	1	18	2	1	18	S, T, CS, P
Topic 3: Conflict Management Approaches	4	2	14	2	1	19	2	1	16	S, T, CS, P
Topic 4: Negotiation Process	4	4	14	2	1	18	2	1	18	IA, S, T, CS, P
Topic 5: Role of Personal Communication Skills in Negotiations	4	2	15	2	1	19	2	1	19	S, T, CS, CA, P
Topic 6: Styles of Negotiation	4	4	14	2	1	18	2	1	18	IA, S, T, CS, P
Topic 7: Prevention and Resolution of Conflicts During Negotiations	4	4	15	2	1	19	2	1	19	S, T, CS, P

<b>Total hours</b>	<b>28</b>	<b>22</b>	<b>100</b>	<b>14</b>	<b>7</b>	<b>129</b>	<b>14</b>	<b>7</b>	<b>129</b>	<b>-</b>
<b>FINAL CONTROL/ CREDIT</b>	<b>-</b>			<b>-</b>			<b>-</b>			<b>-</b>
<b>TOTAL</b>	<b>150</b>			<b>150</b>			<b>150</b>			<b>-</b>

**Control form**

- IA – individual assignments
- S – survey
- T – test, mid-term tests
- CA – calculation assignments
- CS – solving case-studies
- P – oral presentation
- E - exam

**9. Individual tasks**

Individual tasks are an integral part of the educational process, as they contribute to the development of analytical skills, creative thinking and independence of students.

<b>Content of an individual educational and research task (educational project)</b>
<p>The individual task consists of three types of questions, task options posted on the moodle platform:</p> <ol style="list-style-type: none"> <li>1. Open question: <ul style="list-style-type: none"> <li>o Requires a detailed, detailed answer based on theoretical knowledge and analysis of additional information.</li> <li>o Tests your understanding of the topic, ability to formulate your own opinions and argue your position.</li> </ul> </li> <li>2. Calculation task: <ul style="list-style-type: none"> <li>o Involves performing certain calculations using formulas or economic models.</li> <li>o Tests knowledge of economic methods and the ability to apply them in practice.</li> </ul> </li> <li>3. Situational task: <ul style="list-style-type: none"> <li>o Presents a real economic problem or case that needs to be analyzed and a solution proposed.</li> <li>o Tests your ability to apply theoretical knowledge to solve practical problems and make informed decisions.</li> </ul> </li> </ol> <p>Requirements for completing the task:</p> <ul style="list-style-type: none"> <li>• Clear structure: Answers should be logically structured, contain an introduction, main body and conclusions.</li> <li>• Argumentation: Each statement must be supported by arguments and references to sources.</li> <li>• Accuracy of calculations: When performing calculations, it is necessary to observe accuracy and use appropriate units of measurement.</li> <li>• Originality: Answers must be your own and contain no plagiarism.</li> <li>• Design: The work must be designed in accordance with the requirements specified on the moodle platform.</li> </ul>

**10. Teaching methods**

In the process of studying the discipline "**Conflictology and Negotiation Theory**", various types of educational activities, teaching methods and technologies are used.

Types of educational activities:

1. Lectures: classes where the teacher presents theoretical and practical guidance material, analyzing the main concepts and tools of the discipline.
2. Seminars: interactive sessions in which students discuss topics, analyze case studies, and participate in group discussions that contribute to a deeper understanding of the material.
3. Practical classes: focus on the application of particular tools.

Teaching methods and technologies:

1. Presentations and multimedia materials: the use of slides, videos and graphs, which facilitate the perception of information and make the educational process more visual.
2. Active learning methods: include group projects, discussions, role-playing games, and brainstorming sessions that promote active student involvement in the process.
3. Case method: analysis of real business situations, which allows students to practically apply theoretical knowledge, develop critical thinking and decision-making skills.

Use of information technologies: interactive platforms for learning

### 11. Control methods

Control measures are used to determine the success of training. Control measures include final control. The final control is carried out to evaluate the learning results after the end of the study of the discipline according to the working curriculum.

When studying this course, the following form of final control is used: credit.

### 12. Distribution of points received by students

Evaluation of student learning results is carried out according to the University scale (0-100) and the national scale.

General course evaluation system: Participation in the work during the semester / exam – 60%/40%

All tasks must be written independently, plagiarism is prohibited, no references or citations are required. The quality and originality of arguments are evaluated. The assignments should be presented in Moodle.

### 13.1. Scoring scheme for the course

Type of educational activity	Max score	Max total score
Solving case-studies (2 x 15 points)	30	
Calculation assignments (2 x 10 points)	20	
Surveys / Individual work (2 x 10 points)	10	
<b>Total for practical tasks</b>	<b>60</b>	
	<b>Final test</b>	<b>40</b>
	<b>Total for the course</b>	<b>100</b>

### 13.2. Conditions for awarding points

#### 1. Solving Case-Studies (Maximum Score – 30 Points)

*Assessment Criteria:*

Completeness of the Solution (12 Points):

Clear explanation of all steps in the problem-solving process, proper justification of tools, formulas, and methods applied.

Accuracy of Answers (12 Points):

All calculations and results must be precise and based on logical reasoning or evidence.

Clarity of Presentation (6 Points):

Well-structured solutions, proper use of terminology, and adherence to formatting standards.

*Breakdown:*

2 Case-Studies × 15 Points Each = 30 Points Total

#### 2. Calculation Assignments (Maximum Score – 20 Points)

*Assessment Criteria:*

Completeness of the Solution (8 Points):

Detailed explanation of formulas and methods, logical flow, and clear presentation of steps.

Accuracy of Answers (8 Points):

Precise calculations with accurate results and proper use of numerical data.

Clarity of Presentation (4 Points):

Logical structure, proper formatting, and consistent use of symbols, units, and annotations.

*Breakdown:*

2 Assignments × 10 Points Each = 20 Points Total

#### 3. Surveys / Individual Work (Maximum Score – 10 Points)

*Assessment Criteria:*

Depth of Analysis (4 Points):

Critical evaluation of data, integration of sources, and clear articulation of arguments.

Structure and Formatting (2 Points):

Proper organization, adherence to formatting guidelines, and use of citations.

Originality and Creativity (2 Points):

Innovative approaches, practical recommendations, and personal insights.

Responses to Questions (2 Points):

Active participation in discussions, ability to present ideas clearly, and address feedback.

*Breakdown:*

2 Activities × 5 Points Each = 10 Points Total

#### 4. Final Test (Maximum Score – 40 Points)

*Assessment Criteria:*

Number of Correct Answers (20 Points):

The test consists of 20 questions, each worth 2 points.

Evaluation Focus:

Assessing theoretical knowledge, practical application, and comprehension of key concepts.

*Breakdown:*

Final Test = 40 Points Total

#### 5. Total Evaluation for the Course

Practical Tasks (Case-Studies, Assignments, and Individual Work): 60 Points

Final Test: 40 Points

Grand Total: 100 Points

### 13.3. Final assessment criteria

University scale	Ukrainian Grade
90 and higher	excellent
70–89	good
50–69	satisfactory
1–49	unsatisfactory

### 14. Methodological provision

Attention students: all educational and methodological materials (lecture plans and videos, presentations/seminar assignments/case-studies, etc.) are submitted in Moodle Course: Конфліктологія та теорія переговорів (Conflictology and negotiation theory)\_Белова О.І.: <https://dist.krok.edu.ua/course/view.php?id=498>

### 15. Recommended literature

#### Basic

1. Fisher, R., Ury, W., & Patton, B. (2011). *Getting to Yes: Negotiating Agreement Without Giving In* (3rd ed.). Penguin Books

#### Additional

1. Lewicki, R. J., Barry, B., & Saunders, D. M. (2020). *Essentials of Negotiation* (7th ed.). McGraw-Hill Education.

2. Moore, C. W. (2014). *The Mediation Process: Practical Strategies for Resolving Conflict* (4th ed.). Jossey-Bass.

3. Deutsch, M., Coleman, P. T., & Marcus, E. C. (Eds.). (2011). *The Handbook of Conflict Resolution: Theory and Practice* (3rd ed.). Jossey-Bass.

4. Pruitt, D. G., & Kim, S. H. (2004). Social Conflict: Escalation, Stalemate, and Settlement (3rd ed.). McGraw-Hill Education.
5. Carnevale, P. J., & De Dreu, C. K. (2006). Methods of Negotiation and Conflict Resolution. Springer.

**16. Additional information on the discipline (educational component)**

Certificates of completion for distance or online courses on the relevant topics may be credited provided that the requirements outlined in the corresponding regulation are met.

**Work programme of the discipline:**

Compiled by: Associate Professor of Department of Marketing and Behavioral Economics, PhD in Economics - Olena Bielova.

Approved: at the meeting of the Department of International Business (Protocol No. 2 dated September 17, 2024).