



**HRIR 7460 (A01) (3.0 CH)
COLLECTIVE BARGAINING
Winter 2009**

INSTRUCTOR

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Office Location: 418 Drake Centre
Office Hours: Wednesday 5:00 – 6:00 or
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COURSE DESCRIPTION

The labour management relations in the negotiation and administration of the collective agreement. The analysis of conflict and the application of bargaining theories.

COURSE OBJECTIVE

Negotiation is the art and craft by which decisions are made, agreements are reached, and disputes may be resolved between two or more parties. The completion and implementation of a successful negotiation provides each party with an improved situation over one that would have occurred without negotiations. This course has four main objectives. The first is to explore and apply the major concepts and theories that you may find helpful in improving your own skills in negotiation. The second is to help you sharpen your skills in negotiation by having you engage in this activity with other students in realistic settings. The third is to develop the ability to analyze bargaining situations and help you feel more comfortable and confident with the negotiation process. The final objective of this course is to help you apply your negotiation skills in the context of collective bargaining.

REQUIRED READINGS

The following book has been ordered for this course:

Carrell, M. R. & Heavrin, C. (2008). *Negotiating Essentials: Theory, Skills, and Practices*. Pearson Prentice Hall.

The simulation activities in this course require materials and handouts protected by copyright law. I am unable to provide these materials in the form of a complete case package because each simulation contains confidential information for each negotiator. As such, the cases will be handed out during class time. However, to cover the cost of copyright fees, a materials fee will be assessed to all students in the course. Payment of the materials fee is not optional and is required for participation in the course. Details of payment will follow.

COURSE FORMAT

Practice. Analysis. Reflection. Practice again....This course is unapologetically experiential (and therefore fun!). Thus, class time will be structured around a series of negotiation simulations. After each simulation, we will debrief the exercise in a setting where insight will be offered, feedback will be plentiful, personal reflection will be encouraged, and careful analysis is required.

The nature of the course is such that students are expected to spend some time outside of class sessions, either preparing for or participating in negotiation exercises. When students are required to negotiate in groups, it may be necessary for the groups to meet outside of the class session to discuss group strategy.

The discussions that precede and follow each negotiation simulation will outline and apply the analytical concepts developed in the readings and serve as useful frameworks to critically analyze your experiences.

The seminar consists of 10 sessions, each scheduled for 3 hours and 15 minutes. Sessions will begin promptly at 6:15 p.m.

EXPECTATIONS

To successfully operate a class of this size, participants must ensure fairness and respect for one another. It is expected that you will attend every class on time and stay for the entire session. If you have an unavoidable conflict, please make an effort not disturb your classmates by arriving late or leaving early or asking me to repeat any missed portion of the session. Cell phones should be turned off prior to the beginning of each session.

Every class will require the participant's active participation. You should have completed the assigned readings and other preparation prior to class so that you may actively participate in class discussions. Quality comments possess one or more of the following properties:

- Offer a unique and relevant perspective
- Contribute to moving the analysis forward
- Transcend the "I feel" syndrome (i.e., include evidence, demonstrate recognition of basic concepts, and integrate these with reflective thinking)
- Link relevant concepts to current events

For a number of the negotiation simulations, you will be given class time to prepare. However, when a negotiation role is assigned in advance (the week before), you are expected to come to the next class fully prepared to negotiate. This involves having carefully read your role information and having planned for the negotiation. The results of your negotiations and those of your classmates will be written on the whiteboard at the end of each negotiation. It is recommended that you take each negotiation seriously to ensure that the feedback regarding your negotiation results is helpful.

If you are going to be absent from a session, please let me know so that I can be certain that your classmates are not affected by your absence. If you are going to be absent, be sure to check with your classmates regarding any missed handouts or notes.

Students with disabilities that affect their ability to participate fully in class or to meet all course requirements should bring this to my attention during the first session of class so that appropriate accommodations can be made.

CLASS HONOUR CODE

- You may not make up facts that materially change the power distribution of the exercise (e.g., your family just bought the company with which you are currently negotiating).
- You may tell the other side what you wish, but *you may not, under any circumstances*, show them your confidential role instructions.
- Class discussion stays in class.
- Material used in this class, including but not limited to handouts, exercises, cases, discussion questions, charts, and graphs, are copyrighted and may not be used for purposes other than the education experience of this class without the written consent of the instructor.

COURSE REQUIREMENTS

You are expected to turn in assignments by 6:15 p.m. on the due date of the assignment **ELECTRONICALLY BY EMAIL**. All assignments can be sent to fassina@cc.umanitoba.ca and **MUST** contain your student ID and HRIR 7460 in the in the subject line. The collective agreement assignment listed below is the only assignment to be delivered in Hard Copy. Late penalties will be established on a case-by-case basis (i.e., assignments that are handed in past the specified due date and time will be assigned a penalty of 5% per 24 hour period late except under extreme circumstances outside of your control).

I will re-grade work that is appealed. Grading appeals must include a detailed written description of your concern and the reasons for why your mark should be changed (Based in negotiation theory and literature). You should be aware that subsequent to a re-grade, your grade might raise, stay the same, or drop.

<i>Deliverables</i>			<i>Grade Scale</i>	
Assignment	Due Date	Weight	A+	90 – 100%
Negotiating a Non-Negotiable	February 4	25%	A	85 – 89%
Negotiation Guidelines Presentation	March 18	30% - 36%	B+	80 – 84%
Negotiation Guidelines Paper	March 25	20% - 24%	B	75 – 79%
Collective Bargaining Agreement	March 11	15-25%	C+	70 – 74%
			C	60 – 69%
			D	50 – 59%
			F	0 – 49%

Negotiating a Non-Negotiable Issue (25%)

Each student will write a short paper on their experiences of trying to negotiate something that is typically considered non-negotiable. The purpose of this assignment is to have students challenge their assumptions about what is possible in negotiation. Your negotiation **MUST** occur after the beginning of the course. Each student will make a maximum of two attempts to negotiate the non-negotiable issue of their choice (two attempts at the same issue). The paper should first identify and describe the non-negotiable issue. It should also offer a description of your negotiation strategy and an explanation as to why you were successful or unsuccessful. Regardless of your success in the negotiation, you should identify your key takeaways from the negotiation and what you would do differently in similar situations in the future. Papers should be a maximum of 1000 words. These papers are to be a completely confidential document between student and instructor. Candor is encouraged.

Negotiation Guidelines Paper & Presentation (50% – 60%)

Students will work in groups of two or three for this assignment.

The purpose of this paper and presentation is to help you become familiar with and critically address how specific negotiation guidelines may be implemented in everyday negotiations/collective bargaining contexts. To this end, you are to create a “*How To*” *Reference Manual* outlining and supporting a negotiation guideline of your choice that was not broadly covered in class. Confirm your choice of guideline with the professor before beginning your write-up and presentation preparation. Duplications of guidelines will not be permitted. Consequently, approval of guideline choice will be done on a first come first serve basis.

How To Manual

The target audience for your *How To* manual is novice negotiators. Ideally, you should be able to hand your *How To* manual to a novice negotiator and the novice negotiator should not only understand how and when to use the guidelines you identify, but also understand the importance of the guidelines to negotiators in general, the purpose of the guidelines, how to implement the guidelines, and how to evaluate whether implementation and utilization of the guidelines was successful. Your *How To* manual should have transferability across negotiations and negotiators. That is, it should not be negotiation or negotiator specific.

Your *How To* manual should be written in language that is easily understood by your target audience. What you include in your manual, however, should be guided by negotiation theories and literature. As a result, you will need to explore references outside your text to generate a high quality manual. Attention should be paid to fine analysis and presentation. The “*How To*” manuals should be no more than 1250 words.

Your *How To* Manual will be worth 30% of your final grade.

How To Presentation

The target audience for your *How To* presentation are the members of your class. Ideally, you will be able to present your negotiation guideline to the other students of the class so that they may understand how and when to use the guideline you identify, the importance of the guideline, and how to evaluate whether the use of the guideline was successful in their own negotiation. Your *How To* presentation should have transferability across negotiations and negotiators. That is, it should not be negotiation or negotiator specific.

Your *How To* presentation will be a maximum of 10 minutes long during the final class of the semester. Presentation times will be available for sign-up on the first day of classes. Consequently, presentation times will be granted on a first come first serve basis. Evaluation of the presentation will be done in two parts. First, you will be evaluated by your professor and your peers on the quality of content and delivery of your presentation (15%). Second, you will be evaluated by your team member(s) through a peer-evaluation of your contribution to the presentation (5%). Content and peer evaluation forms will be handed out in class.

As noted above, your “*How To*” manual and presentation will be worth a minimum of 50% of your final grade. You will be given the opportunity to apply a greater weighting to your *How To* manual and presentation before we begin the collective bargaining simulation. As described below, you will be evaluated on your performance in a collective bargaining exercise. This collective bargaining exercise can

be weighted as little as 15% and as high as 25%. If you choose to weight your collective bargaining exercise lower than 25%, the remaining percentage will be applied to your *How To* Manual and presentation proportionately across the three components of the project.

Collective Bargaining Negotiation (15-25%)

Each student will have an opportunity to conduct a negotiation over a collective agreement. Your learning over the course will be put to the test in this assignment. Details on how you will be evaluated in this negotiation will be outlined in class. The collective bargaining negotiation will be worth between 15 and 25% of your grade. This assignment must be delivered in Hard Copy, as it will require the signatures of all negotiation team members.

TENTATIVE COURSE SCHEDULE

Date/Topic	In Class
<i>January 7</i> Introduction to Negotiations / Single Issue – Two Party Negotiations	Overview Decision Making Exercise Negotiation: <i>Dyadic – Single Issue</i>
<i>January 14</i> Multiple Issue – Two Party Negotiations / Planning Process	Negotiation: <i>Dyadic – Multi-issue</i>
<i>January 21</i> Multiple Issue – Multiple Team Negotiations / Social Context of Negotiation	Negotiation: <i>Team – Multi-issue</i>
<i>January 28</i> Ethics in Negotiation / Social Dilemma	Negotiation: <i>Multi-party – Multi-issue</i>
<i>February 4</i> Multiparty Negotiations / Coalitions and Groups	Negotiation: <i>Multi-party – Multi-issue #2</i> Negotiating Non-Negotiable Assignment Due
<i>February 11</i> Collective Bargaining 1: Third Party Intervention	Negotiation: <i>Mediation</i>
<i>February 18</i>	No Class
<i>February 25</i> Collective Bargaining 2: Rules and Regulations	Negotiation: <i>Collective Bargaining</i>
<i>March 4</i> Collective Bargaining 3: Negotiating A Collective Agreement	
<i>March 11</i> Collective Bargaining 4: Arbitration	Negotiation: <i>Arbitration</i> Collective Agreement Due
<i>March 18</i>	Presentation Day
<i>March 25</i>	How To Manual Due



ACADEMIC INTEGRITY

I.H. Asper School of Business—Faculty of Management, The University of Manitoba

It is critical to the reputation of the I. H. Asper School of Business and of our degrees that everyone associated with our faculty behaves with the highest academic integrity. As the faculty that helps create business and government leaders, we have a special obligation to ensure that our ethical standards are beyond reproach. Any dishonesty in our academic transactions violates this trust. The University of Manitoba Graduate Calendar addresses the issue of academic dishonesty under the heading “Plagiarism and Cheating.” Specifically, acts of academic dishonesty include, but are not limited to:

- using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words
- duplicating a table, graph or diagram, in whole or in part, without referencing the source
- paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g., personal communications, ideas from a verbal presentation) without referencing the source
- copying the answers of another student in any test, examination, or take-home assignment
- providing answers to another student in any test, examination, or take-home assignment
- taking any unauthorized materials into an examination or term test (crib notes)
- impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination
- stealing or mutilating library materials
- accessing tests prior to the time and date of the sitting
- changing name or answer(s) on a test after that test has been graded and returned
- submitting the same paper or portions thereof for more than one assignment, without discussions with the instructors involved.

Many courses in the I. H. Asper School of Business require group projects. Students should be aware that group projects are subject to the same rules regarding academic dishonesty. Because of the unique nature of group projects, all group members should exercise special care to insure that the group project does not violate the policy on Academic Integrity. Should a violation occur, group members are jointly accountable unless the violation can be attributed to a specific individual(s).

Some courses, while not requiring group projects, encourage students to work together in groups (or at least do not prohibit it) before submitting individual assignments. Students are encouraged to discuss this issue as it related to academic integrity with their instructor to avoid violating this policy.

In the I. H. Asper School of Business, all suspected cases of academic dishonesty are passed to the Dean’s office in order to ensure consistency of treatment.



MEDICAL ABSENTEEISM FORM

I.H. Asper School of Business—Faculty of Management, The University of Manitoba

STUDENT IDENTIFICATION: (PLEASE PRINT CLEARLY)

_____	_____	_____	_____
Last Name	First Name	Middle Initial	U of M Student Identification Number
_____	_____		
Course #	Instructor Name		
_____	_____		
Student's Signature	Date		

TO BE COMPLETED BY THE ATTENDING PHYSICIAN: (after the above section is completed) (PLEASE PRINT CLEARLY)

_____	_____	_____
Physician's Last Name	Physician's First Name	Middle Initial
_____	_____	_____
Street Address	City, Province	Postal Code
_____	_____	
Telephone Number	Fax Number	

To the attention of the physician: Your evaluation of the student's condition is being used for the purpose of determining whether or not the student has a valid reason to miss an important exam or assignment. Your professional evaluation is necessary to ensure that only valid cases are excused.

I certify that the nature of the student's condition is severe enough to prevent the student from taking an exam or completing an assignment. If requested, my associates or I will verify for the above named instructor/administrator that this information is accurate.

The student's condition will likely span the following dates:

_____	until	_____
(Indicate start date)		(Indicate end date)
_____		_____
Physician's Signature		Date

NOTES TO PHYSICIAN:

- Please make a note in the student/patient's file indicating that the student has given the above named instructor/administrator permission to verify with you, your staff, or your colleagues, that the information contained on this form is correct. Thank you for your professional evaluation of this student's condition.
- **PLEASE ATTACH THIS FORM TO YOUR REGULAR OFFICE STATIONERY THAT INDICATES THE STUDENT VISITED YOUR OFFICE.**

NOTES TO STUDENT:

- The use of this form is at the option of the student. However, in order to obtain an excused absence for an assignment or exam the student must obtain a doctor's certification that the student's condition is severe enough to prevent the student from taking the exam or completing the assignment.
- It is **NOT SUFFICIENT** to provide a note that only indicates the student visited the doctor's office.

Neil Fassina

Assistant Professor

Department: Business Administration

Areas of Research Interest: Negotiations, Decision Making, Emotions

Neil's research is intended to help practicing managers negotiate and make decisions more effectively. To this end, his research focuses on the areas of negotiation tactics, the role of emotion in negotiations and decision making, and strategic decision making errors.

Areas of Teaching Interest: Business Negotiations, Collective Bargaining, Human Resource Management, Managerial Decision Making.

Dr. Neil Fassina joined the Asper School of Business in 2004. He earned a Ph.D. in Organizational Behaviour and Human Resource Management from the Rotman School of Management at the University of Toronto in 2005. He has also obtained a B.Sc. in Psychology from the University of Calgary.

Neil is currently teaching Negotiations, Collective Bargaining and Human Resource Management in both the Undergraduate and MBA programs.

In his consulting work, Neil gives seminars on effective negotiation strategies to employees of all levels in private, public, and non-profit organizations. Neil also serves as an executive negotiation coach.