SHOWCASE OF TEACHING & LEARNING
MAY 2018
ARTL 808: CONTRACT NEGOTIATIONS
COURSE OVERVIEW

• 6 week course over 12 weeks

• **Interaction with content:** lectures, readings, viewings (on-demand)

• **Interaction with Instructor:** live guest speaker sessions, Instructor Q&A sessions and negotiation preparation sessions, thorough feedback on all discussion forum submissions

• **Interaction with fellow students:** asynchronous via discussion forums; live via 2 negotiation meetings (4.5 hours in total)

• **Assessments / activities** included:
  – Crosswords
  – Discussions
  – Written Assessments (Individual & Group)
  – **Live Negotiation Activity**
  – Group Report & Individual Reflective Statement
Challenges

- Designing group activities for the online environment
- Contextualizing the learning
- Meaningful opportunities for interaction
- Ensuring course ‘currency’
- Developing a high volume of content for the course ahead of time
NEGOTIATION ACTIVITY: SKILLS & BEHAVIOURS
GOAL: To apply the knowledge about how to conduct effective contract negotiations

METHOD: Preparing for and participating in a live simulated negotiation

PROCESS:
↓ Case study developed (Instructor)
↓ Mock collective agreement developed (Instructor)
↓ Teams formed
↓ Initial offers submitted
↓ Team ground rules (expectations, roles, process etc.)
↓ Preparation (initial offers, incremental costs etc.)
↓ Teams assigned to union or management
↓ LIVE Meeting 1: Negotiation Preparation
↓ LIVE Meeting 2: Negotiation Activity

Students had to prepare offers for both sides (union and management), prior to knowing what side to which they’d be assigned.

This ensured that they understood the contract negotiation from both perspectives.
### Negotiating Team Roles

**ARTISTS**
- Union Negotiator
- Union Accounting
- Artists
  - 2x string instrument
  - 1x wind instrument (also union steward)
  - 1x keyboard player

**Organization**
- Organization Negotiator
- Finance Assistant

### Supporting Team Roles

**ARTISTS**
- Director of National Union
- Union Lawyer
- Group Project Manager

**Organization**
- Union Lawyer
- Group Project Manager
In preparation, each group needed to prepare the following PRIOR to negotiations commencing:

1. Anticipated contract issues for each group
2. Their own group’s interests, objectives, and financial limits & calculations
3. Their perception of the other group’s interests, issues, and strategies
4. Knowledge of shared interests of unions and management
5. Solutions and options to deal with divergent interests
**Team Preparation** (between meetings)
- Case, existing agreement, approval structures, previous agreements etc.
- Contract issues identified
- Interests identified
- Proposed solutions and language

**LIVE Meeting 1: Exchange of Offers**
- 1.5 hours
- Mediator present (mediation, guiding etc.)
- Negotiation ‘ground rules’ established
- Initial offers (incl. rationale) exchanged
- Agenda for Negotiation Meeting agreed
- Agreement of ‘Intended Negotiation Outcomes’

**LIVE Meeting 2: The Negotiation**
- 3 hours
- Mediator present (mediation, guiding etc.)
- Agreement of new language, clauses etc.
What did our students learn?

- Focus on **solution- and values-based negotiation** vs. the win/lose focus of positional bargaining
- Better understanding of stakeholder objectives
  - Are the proposals viable?
  - Do both sides ‘win’?
- **Importance of preparation**
  - Learning became ‘real’ in the negotiation
- Better understanding of ‘impact’
  - Financial impact
What our students said...

The course design encouraged students to work in real-life scenarios.

The course provided excellent learning opportunities.

It’s important to meet regularly and define tasks clearly.

It was hugely beneficial having someone with real work experience on a team.

The Negotiation Activity was a great real-life experience.

The more prepared you can be overall, the better you will feel!

The Instructor expectations were quite high, but with her feedback they gradually became accessible.
What did WE learn?

• Experiential group work and peer-to-peer learning were the most powerful learning tools of the course.

• Develop more labour relations concept testing on the front end of the course to ensure students are doing the required reading and absorbing the materials.

• Have more ‘speaking’ roles to ensure full engagement

• Encourage more widespread interaction/participation (via peer feedback) and peer-to-peer assessments

• Anticipate potential technology issues (and work arounds)

• Consider overall student workload (all activities, assessed/non-assessed)
Questions?

Showcase of Teaching and Learning 2018

Tricia Baldwin
Christina Dinsmore

ARTL 808: Contract Negotiations