

MGMT 4335
Management and Labor Relations
Credit: 3 hr
Location: SHB 335
Department of Management & Marketing
Fall 2017

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Textbooks:

Labor Relations: Striking a Balance, 4th edition, by John W. Budd. McGraw-Hill Irwin. ISBN-13: 978-0-07-802943-1

Cases in Collective Bargaining & Industrial Relations, 11th edition, by David Diltz. ISBN-13: 978-0-07-298736-2 (on reserve in the library)

Course objectives:

- To understand the historical background of labor relations and how that history affects the labor/management relationship today
- To understand how the general environment (social, political, legal, etc). influences the labor relations process
- To understand the laws and regulations concerning labor unions
- To understand the union organizing process and management's reactions to organizing drives
- To understand the collective bargaining process and the role of strikes
- To understand the dispute resolution processes in the administration of a labor contract

Class format: The class will consist of lectures and class discussion. Students are expected to read the assigned material before class so that meaningful discussions in class can take place. Students are also encouraged to share examples from their own experiences that relate to class material.

Grading:		Grading Scale:
Exams (3)	300	A = 855 or higher
Case decisions (4)	400	B = 760 - 854
Case presentation (1)	100	C = 665 - 759
Quizzes (5)	50	D = 570 - 664
Written homework (10)	50	
Participation	25	
Attendance	25	
Total	950	

Exams: There are 3 exams worth 100 points each. Exams may be 100% essay questions or any combination of essay, multiple choice, and true/false questions. Exams are closed book.

Case decisions: Students will write 5 case decisions, and the lowest grade will be dropped. Each decision is worth 100 points. An example of a case decision is attached to the end of the syllabus.

Students will turn in an analysis of the case with their decision of which side should win. These papers should be typed in 12-point, Times New Roman font, double-spaced, and should be no longer than ½ page. It is very important for students to follow directions and write at a university level. Therefore, **any**

case summary that is not double-spaced, is more than ½ page, or does not use 12-pt Times New Roman font is an automatic 30% deduction. Any case summary that has more than two writing errors (spelling, grammar, punctuation, etc.) is an automatic 30% deduction and may result in a zero, depending upon the number and severity of the errors.

Students are encouraged to let others proofread their papers, to use online resources such as those in Blackboard or Grammarly, to use the rubric on the last page of this syllabus, and to use the writing center. Please don't blame the writing center, the software, or anything/anyone else if your paper has errors. Use multiple sources if needed to correct your own writing. It is *your* paper and *your* sole responsibility to correct the writing.

No late homework will be accepted. Homework is due at the beginning of class. If you have printer problems or some other unforeseen problem, you may email your homework to me at the following address lilly@shsu.edu , but the email must be received in my inbox by the beginning of class. If it is emailed to me after the beginning of class, it is late and will receive a grade of zero. There are no exceptions to this policy. Plan ahead for problems such as running out of ink, no free computers in the lab, etc.

The case summary assignment should answer the following questions:

1. Should management or the union prevail in this case?
2. Explain the legal basis for your answer in question 1.

Do NOT summarize the case in this analysis. Use the ½ page to state which side should win and the legal basis for your decision. Do not give your opinion if it does not specifically relate to the NLRA or to the contract provisions. The purpose of the assignment is to help you analyze a situation based on factual information and the law (or contract), even if you disagree with the law (or contract).

Case decisions are assigned by group. Students are not allowed to turn in case studies not assigned to them.

Group A – Last name A to L	8	19	42	56	71
Group B – Last name M to Z	10	22	53	57	81

Case presentations: Twelve student groups of 3 people will present assigned case studies by role-playing management or union positions for the class. The purpose of the role-playing exercise is to create a situation where each student better understands both sides of specific labor issues. For each case, half of the students will represent the union, and half will represent management.

The union and management present their cases to the “Chief Arbitrator” and Arbitration Board (the rest of the class) in the following order:

- a. union – Four minutes
- b. management – Four minutes
- c. union rebuttal and additional arguments – Two minutes
- d. management rebuttal and additional arguments – Two minutes

Note: Groups that present less than 5 minutes total will receive an automatic zero.

Following these presentations, the class Arbitration Board is given an opportunity to cross-examine the participants. Presentation grades will be based on the following factors (see template at end of syllabus):

- 20 pt - Student professionalism during the presentation
- 60 pt - Student preparedness for the presentation (content, knowledge)
- 20 pt - Outside information

Each group of students will present one case. Each student should dress and act in a professional manner during the presentation. Each student should be prepared to answer questions about the case based on factual information or opinion based on factual information. Grades will be given as a group, so if one student does not follow the guidelines in the grading template or is not able to answer a question during the presentation, the entire group will lose points. **NOTE: outside information is required for 20 points of the grade.**

If any student is not doing their share of the work on the presentation, the other group members need to write and sign a letter to me and the student explaining why they want that person removed from the group at least one day BEFORE the presentation is due. The group must take reasonable steps to inform the student in a timely manner of their decision. Any person kicked out of a group will receive a zero for that presentation.

Case presentation assignments are in the table below.

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8	Group 9	Group 10	Group 11	Group 12
8	10	13	17	19	22	42	53	56	57	71	81

Quizzes: There will be quizzes given at the beginning of class on the days outside readings or cases are scheduled. Students who are late will receive a zero on the quiz. There are no makeup quizzes. The quizzes are essay exams and may cover anything assigned on that day. Each quiz is worth 10 points. Students will be given 5 minutes to complete the quiz. It only takes about 2-3 minutes to answer the question – either the student knows the answer or not.

Written Homework: For all chapters, students should be familiar with answers to all of the learning objectives and reflection questions listed in the table. Students will choose one question from the Written Homework Assignment table for each chapter and type an answer to turn in for a grade. Students should check their papers for writing errors before turning in. Excessive writing errors will result in a grade of zero.

For example, chapter 1 homework is due on Aug 30. Students should choose **one** of the following from chapter 1 in the table below: learning objective 2, learning objective 4, or reflection question 3, and type a correct answer. The typed work is turned in for a grade at the beginning of class on Aug 30, and each chapter homework is worth 5 points. The lowest grade will be dropped. The purpose of the homework assignment is to help students prepare for questions on the exam and encourage critical thinking.

Written Homework Assignment Table

Chapter	Learning Objective	Reflection Question
1	2, 4	3
2	1, 2	1, 2
3	1, 2, 3	1, 4
4	2, 5	1, 2
5	1, 3	4, 5
6	1, 3, 4	1
7	2, 3, 5	4
8	2, 5	1, 3
9	2, 3, 4	2, 3
10	2, 3, 4	1, 4
11	1, 2, 4	3, 4

Participation: Since this is a senior-level class, students are expected to come prepared and contribute to class discussions. Each student is required to make a minimum of five (5) thought-provoking statements during the semester. Simple agreement with another point of view or stating the obvious does not qualify as a thought-provoking statement. Whether or not a statement is thought-provoking is entirely up to the instructor to decide. The instructor will moderate class discussions to allow every student to participate and will encourage discussion from every student since much of the learning in this class will occur from intellectual discussion of current, and sometimes controversial, topics. Students may check the number of thought-provoking statements credited to them at the end of each class period.

Attendance: Students who have 3 or fewer absences will receive 25 points for attendance. Being tardy or leaving early counts for at least ½ absence. Sleeping, texting, or working on outside projects during class counts as an absence. **There are no excused absences unless on official university business**, so please plan your doctor appointments, car maintenance, and other life issues accordingly. University policy allows the deduction of one full letter grade for students missing more than 3 hours in a 45-hour semester. The policy in this class is more lenient, but it will be enforced.

Academic Dishonesty: Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. *See Student Syllabus Guidelines.*

Classroom Rules of Conduct: Students are expected to assist in maintaining a classroom environment that is conducive to learning. Students are to treat faculty and students with respect. Students are to turn off all cell phones while in the classroom. Under no circumstances are cell phones or any electronic devices to be used or seen during times of examination. Students may tape record lectures provided they do not disturb other students in the process.

Student Absences on Religious Holy Days: Students are allowed to miss class and other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Students remain responsible for all work. *See Student Syllabus Guidelines.*

Students with Disabilities Policy: It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Any student with a disability that affects his/her academic performance should contact the Office of Services for Students with Disabilities in the SHSU Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786) to request accommodations.

Visitors in the Classroom: Only registered students may attend class.

You may find online a more detailed description of the following policies. These guidelines will also provide you with a link to the specific university policy or procedure:

<http://www.shsu.edu/syllabus/>

Tentative Schedule

Aug 23	Class Introduction	18	Video – American Dream
28	Chap 1 lecture: Contemporary Labor Relations	23	Case 8 & 10 presentation <i>Quiz on case 8 & 10</i>
30	<i>Chap 1 homework due</i> Chap 2 lecture: Labor Unions-Good or Bad?	25	Case 13 & 17 presentation <i>Quiz on case 13 & 17</i>
Sep 4	Labor Day holiday	30	Case 19 & 22 presentation <i>Quiz on case 19 & 22</i>
6	<i>Chap 2 homework due</i> Chap 3 lecture: Historical Development	Nov 1	Exam 2 – Chap 5-8
11	<i>Chap 3 homework due</i> Video – Rebel Frontier	6	Chap 9 lecture: Contract Clauses and Their Administration
13	Chap 4 lecture: Labor Law	8	<i>Chap 9 homework due</i> Case 40, 50, 59 Discussion/lecture
18	<i>Chap 4 homework due</i>	13	Case 42 & 53 presentation <i>Quiz on case 42 & 53</i>
20	Exam 1 – Chap 1-4	15	Case 56 & 57 presentation <i>Quiz on case 56 & 57</i>
25	Chap 5 lecture: Labor & Mgmt: Strategies, Structures & Constraints	20	Case 71 & 81 presentation <i>Quiz on case 71 & 81</i>
27	<i>Chap 5 homework due</i> Chap 6 lecture: Union Organizing	22	Thanksgiving Holiday
Oct 2	<i>Chap 6 homework due</i> Chap 7 lecture: Bargaining	27	Chap 10 lecture: Flexibility, Empowerment, and Partnership Chap 11 lecture: Globalization
4	<i>Chap 7 homework due</i> Video – Inside Look at Collective Bargaining	29	<i>Chap 10 & 11 homework due</i> Chap 13 lecture: What Should Labor Relations Do?
9	Chap 8 lecture: Impasses, Strikes & Dispute Resolutions	Dec 4	<i>Study for final</i>
11	<i>Chap 8 homework due</i> Case 1, 4, 33 Discussion/lecture	6	Final exam 5-7 pm Chap 9-11, 13
16	Video – American Dream		

Example case summary paper

Name: John Smith

Case number: 1- Improper Interference with Union's Freedom of Speech

The union should prevail in this case. Section 7 of the Labor Management Relations Act, 1947, guarantees employees the right to engage in activities for the purpose of collective bargaining. Section 8(a)(1) states that it is an unfair labor practice for an employer to interfere with the rights guaranteed in Section 7. Since the mall permitted others to solicit in the mall concourse "...if the purposes were consistent with the requirements of the mall's policies...", the mall is discriminating against the union's freedom of speech. If the mall allows any group to publicize information in the mall area, picking and choosing who gets to publicize is, in effect, creating discrimination against some groups. In this case, the unions do have a protected right to spread a message protected by the LMRA, and mall management violated that right. Therefore, mall management committed an unfair labor practice.

Note:

Double-space paper.

Use 12-pt, Times New Roman Font.

Do NOT go over ½ page total.

Include name, group number, case number and title as shown.

Do not summarize case; go straight to questions that must be answered.

Case Study Presentation Grading Template

Information is presented in a professional manner (20 points):

- _____ Presenters did not read presentation or slides to class. If any presenter reads to class, the group will receive 0 points out 20.
- _____ Presenters look professional and act in businesslike manner.
- _____ Presentation has smooth transition from speaker to speaker if more than one presenter is used. If group presentation is rough, and participants act disorganized or as though they've never met, the group will receive 0 points out of 20.
- _____ Time boundaries are used adequately.
- _____ Slides, outlines, or supplemental materials look professional.

Presentation content (60 points):

- _____ Presenters demonstrate an understanding of labor issues (legal & contractual).
- _____ Presenters demonstrate an understanding of case information. Key points are covered.
- _____ Presenters give appropriate information to support their side.

Outside information (20 points):

- _____ Presenters introduce *at least one* outside source on case (with appropriate citations or references).
- _____ Outside source is appropriate for case (must be reliable source such as newspaper, book, or magazine article, and must be related to case).

Credibility Killers: Ten Writing Errors Your Boss Hates to See

In the job search and once on the job, submitting written work with an annoying level of error will not be acceptable and will interfere with growing your career. You may damage yourself irrevocably in business and in professional life if your writing isn't easy to read. Learn the habits of careful editing and proofreading now while you are in college.

Researchers (Sigmar & Austin, 2013; Gray & Heuser, 2003; Beason, 2001; Hairston, 1981) asked business professionals about their reactions to sentence errors in business prose. These studies reveal that business people are bothered by errors, sometimes extremely bothered.

Beason's study reveals three ways that business professionals categorize "sloppy" writers:

- They are hasty or careless.
- They are not trustworthy or dependable as business colleagues (not detail persons, poor thinkers).
- They are persons who might harm a company's image.

Hairston's research showed that business professionals recognize errors and react strongly against many of them. She divided the errors into status-marking errors (errors that tend to indicate the writer's social, educational, or ethnic status, such as "them apples" or "he brung it") and non-status-marking errors of various levels of seriousness. Status-marking errors received the strongest negative reactions from her respondents, followed by non-status-marking errors in the categories she labeled "very serious" and "serious." Sigmar and Austin's and Gray and Heuser's research validated Hairston's findings.

Status-Marking Errors

- Nonstandard verb forms in past or past participle: *had went* instead of *had gone*, *brung* instead of *brought*
- Lack of subject-verb agreement: *we was* instead of *we were*, *he don't* instead of *he doesn't*
- Double negatives: *He didn't have no money left after shopping.*
- Objective pronoun as subject: *Him and Richard were the last ones hired.*

Serious Errors

- Sentence fragments: *The company is prepared to raise prices. In spite of administrative warnings.*
- Run-on sentences: *He concentrated on his job he never took vacations.*
- Noncapitalization of proper nouns: *I was last employed by texas instruments company.*
- Non-status-marking subject-verb agreement errors: *Enclosed in his personnel file is his discharge papers.*
- Misspelled words: When managers make decisions, *their* often coping with deadlines.
- Comma errors
 - To set off clauses or phrases: *An employee no matter how good his record must perform well.*
 - To set off words/phrases in a series: *The museum bought a valuable old marble statue.*

Rubric—Credibility Killers: Ten Writing Errors Your Boss Hates to See

SHSU College of Business Administration

Credibility Killers	Criteria	Examples
Status Marking Errors	a. Nonstandard verb forms	<i>Had went</i> instead of <i>had gone</i> , <i>brung</i> instead of <i>brought</i>
	b. Lack of verb-subject agreement	<i>We was</i> instead of <i>we were</i> , <i>he don't</i> instead of <i>he doesn't</i>
	c. Double negatives	<i>He didn't have no money left after shopping.</i>
	d. Object pronoun as subject	<i>Him and Richard</i> were the last ones hired.
Serious Errors	e. Sentence fragments	<i>The company is prepared to raise prices. In spite of warnings.</i>
	f. Run-on sentences	<i>He concentrated on his job he never took vacations.</i>
	g. Non-capitalization of proper nouns	<i>I was last employed by texas instruments company.</i>
	h. Misspelled words	<i>When mangers make decisions, their often coping with deadlines.</i>
	i. Comma errors	
	<ul style="list-style-type: none"> ● Clauses/phrases ● Words/phrases in a series 	<i>An employee no matter how good his record must perform well.</i> <i>The museum bought a valuable old marble statue.</i>

Help with errors a, b, and c

<https://owl.english.purdue.edu/owl/section/1/5/>

Help with error d

<https://owl.english.purdue.edu/owl/resource/595/1/>

Help with errors e and f

<https://owl.english.purdue.edu/owl/section/1/4/>

Help with error g

<https://owl.english.purdue.edu/owl/resource/592/01/>

Help with error h

<https://owl.english.purdue.edu/owl/resource/660/1/>

Help with error i

<https://owl.english.purdue.edu/owl/section/1/6/>

These are the errors that will be marked on assignments. Students should use the feedback on writing to improve. Thus, if a student has several comma errors marked, the student should study the proper way to use commas to learn how to fix the errors. The writing grade is to help students improve their writing. The only way writing can improve is for students to learn the errors they make and stop making them.