MGMT 4335
Management and Labor Relations
Credit: 3 hr
Location: SHB 335
Department of Management & Marketing
Spring 2018

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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 Dilts. 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, and legal) 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:
Exams (2)	200
Case analyses (4)	400
Written homework (10)	50
Class participation	25
Attendance	25
Total	700

Exams: There are 2 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 analyses: Students will write 5 case analyses, and the lowest grade will be dropped. Each analysis is worth 100 points. An example of a case analysis is shown later in 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 analysis that is not double-spaced, is more than ½ page, or does not use 12-pt Times New Roman font is an automatic 40-point reduction in grade. Any case analysis that has more than three writing errors (spelling, grammar, punctuation, etc.) will receive an automatic 40-point reduction in grade. The writing (spelling, grammar, punctuation, etc.) will be graded by an outside grader before it is graded for content.**

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 do not blame the writing center, the software, or anything/anyone else if your paper has errors. Use multiple sources 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. I will only accept hard copies of homework, and I will not accept electronic copies. 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 analysis should answer the following questions:
1. Should management or the union win 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 analyses are assigned by group. Students are not allowed to turn in case studies not assigned to them.

| Group A – Last name A to J | 6 | 19 | 34 | 54 | 72 |
| Group B – Last name K to Z | 8 | 23 | 26 | 55 | 75 |

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 Jan 25. 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 Jan 25, and each chapter homework is worth 5 points. 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	4
3	2, 3	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

Jan 18	• Class introduction	Mar 20	• *Chap 6 homework due* • Chap 6: HR Strategy, p. 225-226 • <mark>Dilts case book: Case 26 & Case 34 (Case analysis due)</mark>
23	• Chap 1 lecture: Contemporary Labor Relations	22	• Chap 6: Case 4 & Case 5, p. 227-228 • Chap 7 lecture: Bargaining
25	• *Chap 1 homework due* • Chap 1: Ethics in Action, p. 18 • Chap 1: Digging Deeper, p. 19-21	27	• Chap 7 lecture: Bargaining • Chap 7: Case 6, p. 264
30	• Chap 2 lecture: Labor Unions-Good or Bad?	29	• *Chap 7 homework due* • Chap 8 lecture: Impasses, Strikes & Dispute Resolutions
Feb 1	• *Chap 2 homework due* • Chap 2 readings (Course Documents: Blackboard)	Apr 3	• *Chap 8 homework due* • Chap 8: Case 7, p. 299
6	• Chap 3 lecture: Historical Development	5	• Video – American Dream
8	• *Chap 3 homework due* • Chap 3: Ethics in Action, p. 101	10	• Video – American Dream
13	• Chap 4 lecture: Labor Law	12	**Exam 2 – Chap 5-8**
15	• *Chap 4 homework due* • Chap 4: Case 1 & Case 2, p. 145-146 • Dilts case book: Case 1 • Chap 4: Digging Deeper, p. 149	17	• Chap 9 lecture: Contract Clauses and Their Administration
20	• Chap 4: Case 3, p. 147 • <mark>Dilts case book: Case 6 & Case 8 (Case analysis due)</mark>	19	• *Chap 9 homework due* • Chap 9: Case 1, Case 3, Case 4, p. 333-337
22	• Video – Rebel Frontier	24	• <mark>Dilts case book: Case 54 & Case 55 (Case analysis due)</mark> • Chap 9: Case 6, Case 7 & Case 10, p. 340-345
27	**Exam1 – Chap 1-4**	26	• Chap 10 lecture: Flexibility, Empowerment, and Partnership • Chap 11 lecture: Globalization
Mar 1	• <mark>Dilts case book: Case 19 & Case 23 (Case analysis due)</mark> • T-Mobile case (Course Documents: Blackboard)	May 1	• *Chap 10 & 11 homework due* • <mark>Dilts case book: Case 72 & Case 75 (Case analysis due)</mark>
6	• Chap 5 lecture: Labor & Mgmt: Strategies, Structures & Constraints	3	Chap 13 lecture: What Should Labor Relations Do?
8	• *Chap 5 homework due* • Chap 5: HR Strategy, p. 181 • Chap 6 lecture: Union Organizing	7 - 9	Final Exam
13-15	Spring Break ☺		

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.

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 mangers 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	*Had went* instead of *had gone*, *brung* instead of *brought*
	b. Lack of verb-subject agreement	*We was* instead of *we were*, *he don't* instead of *he doesn't*
	c. Double negatives	*He didn't have no money left after shopping.*
	d. Object pronoun as subject	*Him and Richard were the last ones hired.*
Serious Errors	e. Sentence fragments	*The company is prepared to raise prices. In spite of warnings.*
	f. Run-on sentences	*He concentrated on his job he never took vacations.*
	g. Non-capitalization of proper nouns	*I was last employed by texas instruments company.*
	h. Misspelled words	*When mangers make decisions, their often coping with deadlines.*
	i. Comma errors	
	● Clauses/phrases	*An employee no matter how good his record must perform well.*
	● Words/phrases in a series	*The museum bought a valuable old marble statue.*

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.