

Course name: MANAGEMENT AND LABOR RELATIONS Number: HRPO 1305

COURSE MASTER SYLLABUS

MANAGEMENT DEPARTMENT

CIP CODE AREA: 52.1002

COURSE LEVEL: Introductory (Freshman Level)

COURSE NUMBER: HRPO 1305 (WECM Course)

COURSE TITLE: Management and Labor Relations

CREDIT HOURS: 3; **LECTURE HOURS:** 3; **LAB HOURS:** 0

PREREQUISITE: None

METHOD OF PRESENTATION: Three hour lecture/discussion each week.

COURSE DISCRIPTION: The development and structure of the labor movement including labor legislation, collective bargaining, societal impact, labor/management relationships, and international aspects.

REQUIRED TEXTBOOKS/ MATERIALS:

Title: *Labor Mgt. Relations*

Author: Michael Ballot

Publisher: Wiley, 2nd edition

ISBN: 0471111856

SCANS (SECRETARY’S COMMISSION ON ACHIEVING NECESSARY SKILLS):

Course SCANS Competencies for

Course name: MANAGEMENT AND LABOR RELATIONS Course number: HRPO 1305

Please go to <http://phred.dccd.edu/~ttg/syllabi/scans.htm> for a complete definition and explanation of SCANS. This list summarizes the SCANS competencies addressed in this particular course.

RESOURCES	INTERPERSONAL	INFORMATION	SYSTEMS
1.1 Manages Time 1.4 Manages Human Resources	2.1 Participates as a Member of a Team 2.2 Teaches Others 2.4 Exercises Leadership 2.5 Negotiates to Arrive at a Decision 2.6 Works With Cultural diversity	3.1 Acquires and Evaluates Information 3.2 Organizes and Maintains Information	
TECHNOLOGY	BASIC SKILLS	THINKING SKILLS	PERSONAL QUALITIES
	6.1 Reading 6.2 Writing 6.3 Arithmetic 6.5 Listening 6.6 Speaking	7.1 Creative thinking 7.2 Decision Making 7.3 Problem Solving 7.4 Mental Visualization 7.5 Knowing How to Learn 7.6 Reasoning	8.1 Responsibility 8.2 Self-Esteem 8.3 Sociability 8.4 Self-Management 8.5 Integrity/Honesty

INSTRUCTIONAL METHODOLOGY: See specific instructor’s syllabus

COURSE RATIONALE:

COMMON COURSE LEARNING OBJECTIVES:

A. Recognizing rights and responsibilities of unions and management--the student will be able to:

1. explain the key elements in the labor relations process
2. identify key participants in the labor relations process
3. describe the influences affecting negotiations and administration of the work rules
4. describe the three distinct phases of the labor relations process
5. describe the current status of labor unions and explain at least three general reasons for union membership decline

B. Evolution of labor-management relationships--the student will be able to:

1. describe the historical development of the labor movement in the U.S. from 1869 to World War I
2. explain the impact upon labor union development of the 1886 Haymarket Riot, the 1892 Homestead Strike, and the 1894 Pullman Strike
3. describe the basic characteristics of the Knights of Labor, the American Federation of Labor, and the Industrial Workers of the World
4. explain the inability of unions to make substantial membership gains in the 1920's
5. describe the rise of the Congress of Industrial Organizations (CIO) and explain why it experienced tremendous growth in membership
6. describe the developments in organized labor since World War II

C. Legal Influences-- the student will be able to:

1. describe the origin of labor relations law and explain the role of Congress, the courts, and the executive branch of the government
2. identify the major administrative branches created within the Executive Branch which directly affect labor relations
3. identify and describe the major acts of government that have significantly influenced labor relations
4. describe the development of the National Labor Relations Act and explain how it was influenced by the passage of the Wagner, Landrum-Griffin, and Taft-Hartley Acts
5. describe the basic labor laws affecting transportation, bankruptcy, equal employment, age discrimination, and the disabled

D. Unions and Management: Key participants in the Labor Relations Process. The student will be able to:

1. identify and describe the basic goals of management and unions.
2. describe and compare strategic planning used by unionized and ununionized companies with union strategic planning
4. explain how companies and local unions organize to perform labor relations activities
5. describe the role of national and international unions and explain the functions of intermediate organizations units in promoting union goals
6. describe the organizational structure and activities of the American Federation of Labor-Congress of Industrial Organizations (AFL-CIO)
7. describe the major provisions of the Landrum-Griffin Act and explain how it and other acts have impacted upon union corruption

E. How Unions are Organized-- the student will be able to:

1. explain why unions are formed
2. describe the procedures which must be followed in organizing unions and explain "union instrumentality"
3. explain and differentiate between the role of unions and that of management in the union organizing process
4. describe how unions initiate organization campaigns and explain the role of the National Labor Relations Board in bargaining units, election bars, and the election of union officers
5. describe the rules and provisions utilized in the conduct of a representation election campaign
6. explain decertification procedures and describe the events and circumstances which normally occur during the decertification campaign

F. Negotiating the Labor Agreement: the student will be able to:

1. define and describe the process of collective bargaining
2. explain the pre-negotiation activities that precede collective bargaining exchanges
3. describe and explain the Bargaining Power Model and resulting labor agreement provisions
4. describe collective bargaining behavior including distributive and integrative bargaining tactics and approaches
5. explain the ethical and legal considerations affecting collective bargaining behavior

G. Resolving Negotiation Impasses and Developing Cooperation: the student will be able to:

1. describe the actions required to achieve contract ratification and explain the main reasons for contract "rejection"
2. describe impasse resolutions involving a third-party neutral and differentiate between mediation and arbitration
3. explain the role of strikes and related activities utilized by unions in bargaining with management
4. discuss and explain the legality of strikes and other union actions as well as lockouts and other activities carried out by management
5. describe activities and actions taken by both unions and management to produce better cooperation and reduce conflicts
6. describe and give examples of successful programs achieved through union-management cooperation which allow employers to bargain directly with employees rather than only with the union

H. Contract Administration: the student will be able to:

1. define grievances and describe their sources and significance
2. describe the four basic steps in the grievance procedure
3. explain the relationships and flexibility usually involved in grievance procedures
5. describe the considerations which affect research into employee grievances

I. Labor Arbitration: A System of Industrial Jurisprudence. The student will be able to:

1. describe the historical development of labor arbitration from 1865 to the present
2. explain the basic elements of a typical arbitration proceeding including the process by which arbitrators are selected
3. describe and compare arbitration with other judicial proceedings
4. explain the characteristics and scope of the arbitrator's decision

5. describe current issues involving arbitration and appraise labor arbitration's effectiveness

J. Employee Discipline: the student will be able to:

1. describe the changing significance of Industrial Discipline and explain how employers have been influenced by the growth and development of labor arbitration
2. explain the basic principles and elements of discipline and why it must be progressive as well as "beyond a reasonable doubt"
3. define mitigating circumstances in disciplinary cases and explain how an arbitrator might reduce the penalty under one of two assumptions
4. explain due process and how it was affected by the Weingarten decision

K. Institutional Issues: Managerial Rights, Union Security, and the Rights of Minority and Female Employees. The student will be able to:

1. describe managerial "reserved rights" and explain the advantages and disadvantages of the Long g and short form of these rights
2. discuss union security and describe various union security provisions such as union shops, "quasi union shops," and contingency union shops
3. formulate a one-or two-sentence argument for or against the right-to-work philosophy and explain the pro and anti right-to-work provisions in force today
4. explain the current relationship between unions and minority groups and describe related bargaining issues between unions and female employees

L. Administrative Issues: the student will be able to:

1. explain the impact of technological change upon job protection issues between management and union
2. describe the current relationship between job security and personnel changes
3. explain the roles played by union and management determining work assignments and jurisdiction over jobs
4. describe the current position of unions in negotiating work schedules and explain flextime
5. define seniority and explain its role in making decisions such as compensation, structure, promotion, or layoff-recall
6. explain the importance of employee training and the effects of apprenticeship programs and work teams on work restructuring
7. describe the basic features of the Occupational Safety & Health Act (OSHA) and explain its impact upon employee safety and health

M. Economic Issues: the student will be able to:

1. describe the two basic wage differentials and their impact upon wage determination
2. discuss the arguments by management and union officials in wage determination
3. explain the process of wage adjustments during the life of a labor agreement
4. describe the current status of employee benefits and the percentage of payroll costs estimated for each benefit
5. describe the union effects on wages and benefits including the "spill-over effect"
6. explain the basic features of Employee Stock Ownership Plans (ESOP) and describe their results on labor-management cooperation

N. Labor Relations in the Public Sector--the student will be able to:

1. explain the significance of public sector relations
2. describe major legislation in the public sector (states)
3. describe the two categories of agreements which can make up provisions in collective bargaining agreements
4. describe and explain Federal Sector Labor Relations Legislation including negotiable subjects
5. describe the basic differences between Private-sector and Public-sector bargaining
6. describe the similarities between Public-sector and Private-sector bargaining
7. describe labor relations among various groups in the Public-sector

O. Labor Relations in Multinational Corporations and in other countries: the student will be able to:

1. describe Multinational Corporations (MNCs) and explain the basic features of collective bargaining
2. describe and explain why MNC/ Labor Relations are invoking new areas of concern
3. explain how management practices may be transplanted internationally through MNCs
4. describe the basic approaches unions take to the obstacles experienced in bargaining with MNCs
5. describe unions and labor relations in countries other than the United States

P. Applying the Labor Relations Process to Professional Sports, Health Care, and Agriculture: the student will be able to:

1. discuss and describe labor relations in action concerning professional sports (specifically the 1987 Football Players' Strike)
2. explain the complications in wage bargaining with professional athletes because of their concern of issues affecting mobility and longevity
3. discuss and describe collective bargaining activities as practiced by Health Care Employees
4. explain how the labor relations process applies to farm workers
5. describe how the rise of Cesar Chavez affected farm laborer working conditions
6. describe jurisdictional problems among farm worker unions
7. explain how bargaining structures, illegal aliens, and working conditions will impact the future of unions for farm workers

COMMON COURSE LEARNING OUTCOMES: The student will discuss the development and impact of the labor movement and related legislation; identify and explain the process of collective bargaining, contract negotiation, contract administration, and grievances; discuss management's ethical, social, and legal responsibilities in the labor/management relations; and analyze and interpret various labor/management disputes.

GRADING SYSTEM:

COURSE POLICIES: Departmental policies for Incompletes, Attendance, and Withdrawal are as follows:

Incomplete Policy: An incomplete (I) will be granted to a student in rare circumstances.

Generally, to receive a grade of I, a student must have completed all examinations and assignments to date, be passing, and have personal circumstances that prevent course completion that occur after the deadline to withdraw with a grade of W.

Attendance Policy: All students are expected to attend classes. Non-attendance will have an impact on the student's grade.

Withdrawal Policy: It is the student's responsibility to withdraw from a course. Instructors are allowed to withdraw students but students must not rely on their instructor to withdraw them if they wish to withdraw.

Austin Community College policies for Academic Freedom, Scholastic Dishonesty, Student Discipline, and Students with Disabilities are as follows:

Academic Freedom Statement: Each student is strongly encouraged to participate in class. In any classroom situation that includes discussion and critical thinking, there are bound to be many differing viewpoints. These differences enhance the learning experience and create an atmosphere where students and instructors alike will be encouraged to think and learn. On sensitive and volatile topics, students may sometimes disagree not only with each other but also with the instructor. It is expected that faculty and students will respect the views of others when expressed in classroom discussions.

Scholastic Dishonesty Statement: Acts prohibited by the College for which discipline may be administered include scholastic dishonesty, including but not limited to cheating on an exam or quiz, plagiarizing, and unauthorized collaboration with another in preparing outside work. Academic work submitted by students shall be the result of their thought, research or self-expression. Academic work is defined as, but not limited to tests, quizzes, whether taken electronically or on paper; projects, either individual or group; classroom presentations, and homework" (Student Handbook, 2002-2003, p. 32). Penalties for scholastic dishonesty will depend upon the nature of the violation and may range from lowering a grade on one assignment to an F in the course and/or expulsion from this institution.

Student Discipline Statement: Classroom behavior should support and enhance learning. Behavior that disrupts the learning process will be dealt with appropriately, which may include having the student leave class for the rest of that day. In serious cases, disruptive behavior may lead to a student being withdrawn from the class. ACC's policy on student discipline can be found in the Student Handbook, 2002-2003, p. 32.

Students with Disabilities Statement: Each ACC campus offers support services for students with documented physical or psychological disabilities. Students with disabilities must request reasonable accommodations through the Office for Students with Disabilities on the campus where they expect to take the majority of their classes. Students are encouraged to do this three weeks before the start of the semester" (Student Handbook, 2002-2003, p. 14).