Syllabus

HRER 462-Labor Management Relations
Fall Semester 2014  Loyola University Chicago
6:00 pm – 9:00 pm—Monday, McGuire Hall 340
Course Begins: August 22, 2014 – November 3, 2014

CATALOG DESCRIPTION

This course examines critical labor laws in the United States and the structure and function of our employment relations system.

COURSE OVERVIEW

In this course, you will be introduced to the system of industrial relations in the United States. Special emphasis will be given to the unionized private sector. Topics range from the origins of the modern labor movement and the emergence of collective bargaining to what lies ahead for industrial relations in the new millennium.

The course work will consist of readings, responses to model National Labor Relations Board and arbitration cases, online discussions, a team term paper, and a midterm and final examination.

Ideally, the industrial relations system in the United States is directed to minimizing conflict between labor and management. Conflict is an outgrowth of the sometimes divergent aims, goals, and values of workers and managers. As we move along in the course, it will rapidly become clear that you have biases of your own which will affect both your sympathies towards one side or the other and your assessment of different topics. No one can escape these biases. The rational person, however, becomes fully conscious of these biases and works hard to not let these biases interfere with his or her ability to make a reasoned, cogent, and substantive argument. Ultimately, I will be applying the standards of rational argument in assessing your performance in this class.
COURSE OBJECTIVES AND LEARNING OUTCOMES

Students will demonstrate understanding of basic case law in the field of labor relations and how unions, management representatives, and government dynamically interact to provide employee representation, balance group interests, and ideally avoid disruptive workplace conflict.

- The employment exchange relationship; how it has evolved over the years, and the impact of complex environmental forces
- The respective goals and philosophy of the principal “actors”: employers, organized labor, and the government (legal framework)
- Negotiation process and contract administration, especially mediation, grievance procedures, and arbitration
- Complex issues: productivity, inflation, employment, impact of strikes, cultural diversity, civil rights, etc.
- Through the analysis of arbitration cases and collective bargaining simulation, to help student further understand and develop their analytical, oral presentation and writing skills.

REQUIRED MATERIALS


- PowerPoints, Video links, and Discussion Question will be posted on Sakai

COURSE REQUIREMENTS AND GRADING CRITERIA

Group

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Presentation/Team Case Paper</td>
<td>15%</td>
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<tr>
<td>Weekly Discussion Questions (Sakai)</td>
<td>15%</td>
</tr>
<tr>
<td>Weekly Quizzes (Sakai)</td>
<td>15%</td>
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<tr>
<td>Mid-Term Exam #1 (Group)</td>
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Individual

<table>
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<tr>
<th>Component</th>
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<tr>
<td>Class Participation</td>
<td>5%</td>
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<tr>
<td>Mid-Term Exam #2</td>
<td>15%</td>
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<tr>
<td>Final Exam</td>
<td>20%</td>
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Total 100%

Note: Extra credit opportunities exist throughout the course.
All extra credit is earned through in-class participation and assignments.
The instructor will provide more information in class.
GROUP PRESENTATIONS AND CASE PAPER:

Students will form teams for group work. Each team will have an opportunity to choose a case for formal analysis that they will present orally and in written form. Both written and oral analyses should generally follow the guidelines which will be discussed in class (See Case Evaluation Structure at the end of the syllabus).

The teams will first submit a one page written summary of the case study they have chosen. All one page summaries (for all teams) are due on September 21, 2014. Please submit online through Sakai. Papers submitted late will lose one letter grade for each day.

The oral presentation of the case study will take place during a regularly scheduled class period and should not exceed 30 minutes in length. Following the formal presentation, the presenting team will lead a discussion of the case, fielding questions and comments from the class. Teams are required to use visual media and to make the presentation as professional and interesting as possible. All team members must participate in the oral presentation. Team presentations will be scored by the instructor and the other members of the class for content, style, delivery, and effectiveness. It is up to the students to manage their team and their deliverables.

The written paper should be of the quality and form that you would expect to submit to a senior executive. The instructor will provide additional resources and guides for analyzing cases. Points will be given for style as well as content. Points will be deducted for style as well as content. A paper with spelling, grammatical, and typing errors will not receive full credit, regardless of content. Sloppily executed charts, tables, and graphs will, likewise, detract from the grade (see the “Case Study Outline and Grading” document posted on Sakai). Also, any text, table, chart, graph, etc. taken from another source (including a web page) that is not properly cited will be treated as plagiarism. If you are not sure what plagiarism is and how to avoid it, please refer to an expert source, such as “A Writer’s Reference” by Diana Hacker.

The written reports will be due before class on the dates listed in the syllabus (amended as needed) during our regularly scheduled class. Any team member who does not do her/his share of the work on the written case, as reported by the other group members, will not receive full credit for the written case; any team member who fails to take part in preparing the written report, as reported by his/her team, will receive a zero on the written case.

General Criteria for Evaluation of the Case Paper

Your case paper is to be written in APA format. If you do not understand how a paper should be formatted to comply with APA style, you are strongly encouraged to use the Writing Center as a Resource for your papers. Each paper should be a minimum of 12 pages in length, double spaced, and should include a minimum of 10 references from articles or text cited.

If you fail to properly cite references within the body of the paper, you and your team will fail the assignment. There will be no exceptions. Therefore, I strongly recommend that you research the proper procedures for structuring a paper in APA format and insuring that you are properly citing within the body of the paper.

You are expected to display within all written assignments the appropriate conventions of written English (spelling, punctuation, grammar, syntax and organization). Additionally for all written assignments, students are responsible for the following criteria:

Organization
Evidence of a logical and meaningful consistency in the structure of the response to the structure of the assignment, evidence of planned presentation having a clear flow from the beginning, through the middle, to the conclusion.

**Completeness**
Evidence of having covered all parts of the assignment in the response.

**Content**
Evidence of having developed the response from significant concepts and insights gained from the readings, drawing upon relevant theories, literature, and citing sources in APA form and style as appropriate.

**Relevance**
Maintenance of pointed and clear relationships in response to the assignment, avoidance of digression from the main points of assignment, avoidance of boilerplate or filler material, and avoidance of redundant matter and educational jargon.

**Cogency**
Depth and breadth of insight, reasoning, and understanding exhibited in response through the integration of thought and argument.

**Case Evaluation Structure**
See the last page of the syllabus. This format is the recommend structure of your written case paper. Students are encouraged to add additional sections as they wish.

**QUIZZES ON SAKAI:**
Quizzes are my way of accessing if you understand and absorbing the material. A quiz consists of 8-12 multiple choice, true and false, matching, or fill in the blank questions. **You will have 30 minutes to 45 minutes to complete the quiz.** You will have 2 attempts to take the quizzes. **YOUR HIGHEST SCORE IS RECORDED.** The questions will appear one at a time. Once you answer the question you will not be able to go back and change your answer for that session. You will not have an opportunity to make up the quiz if you miss it. Once you start the test for that session, you must finish it.

**SAKAI DISCUSSIONS:**
Our time together is meant to challenge you to learn more about yourself, to grow, and to improve your current skills. The goal of the Sakai discussions is to help you clarify what you have learned from each chapter and to document how you have applied the material to your own experiences. One of the items in your units/chapters each week will be discussion topics. Your task will be to reflect on the readings, classroom discussions and group activities and write about what you have learned pertaining to the weeks reading or topic question. I have **three** expectations when working in your weekly discussions:

**ONE: You are expected to post at least once and respond to two you’re your fellow student’s post.** Student who make significant contributions are subject to extra credit points.
TWO: I am expecting you to use standard conventions of English (not text messaging) and entries submitted will be penalized if shortened phrases are used (such as using U instead of you), words are not capitalized when appropriate, or thoughts are not recorded in complete sentences.

THREE: I consider discussion as a way of communicating to me on an individual basis your understanding of the learning objectives. When responding, you should consider the following grading guidelines:

- Thoroughness of discussion (Did you answer all of the questions and support your answers? Did you thoughtfully agree or disagree with a fellow student and supported your answer? Did you input extended the conversation, deepened thought, or provided new insights?)
- Application to your personal/work life (Did you show how the concepts from our material are related to your own situation?)
- Personal insight and learning (Did you address what you have learned?)
- Clarity of discussion (Did you have a point? Was it understandable and follow a logical thought process?)
- Technical (Were there any typos, grammatical errors, etc.)

FOUR – AUTOMATIC DEDUCTIONS: These deductions will be strictly reinforced.
- Automatic 20% deduction off discussion grade if all of your postings are not on different days, regardless of the quality of the posts.
- Automatic 20% deduction if you only post your initial response and do not respond to any of your classmates.
- Automatic 10% reduction off if you do not post your initial post by Wednesday at Midnight. Even if your post is 1 minute past midnight, you will still be assessed the 10% reduction.

FIVE – NO MAKE UP OF DISCUSSIONS UNDER ANY CIRCUMSTANCES. THIS POLICY WILL BE STRICTLY REINFORCED.

<table>
<thead>
<tr>
<th>Course Grading Scale</th>
<th>Loyola University Grading Scale and Weights</th>
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<tbody>
<tr>
<td>A 100-93%</td>
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<tr>
<td>A-  92-90</td>
<td>A- 3.67</td>
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<tr>
<td>B+  89-87</td>
<td>B+  3.33</td>
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<tr>
<td>B  86-83</td>
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<td>B-  82-80</td>
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<td>C+  79-77</td>
<td>C+  2.33</td>
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<td>D   1.00</td>
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<tr>
<td>F  59 and below</td>
<td>F    0</td>
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QUINLAN SCHOOL OF BUSINESS POLICIES

Attendance & Participation

A significant part of the learning takes place through class discussions, activities, group breakaways, and impromptu mini presentations, so punctual attendance at all classes, for the full class meeting period, is expected of Quinlan students. Students should prepare each assigned chapter, case study, and have posted their initial response to the discussion questions before coming to class.

There is often a misconception about what it means to have prepared a case or reading for class. Certainly, a requirement is to have read the material and mastered the basic facts. However, facts by themselves are rather boring. In addition to mastering the facts, students should engage in a strategic analysis, attempting to understand how the facts in an assignment affect a competitive situation. In preparing the cases for discussion, students are encouraged to work in teams.

In addition to discussing cases and readings covered in class, students are expected to participate on the days when teams deliver presentations. Participation on these days is defined in terms of asking questions and offering comments at the end of the presentations as well as attendance at all presentations.

The class participation grade will be determined by the quality and quantity of class participation. Failure to attend class will affect the participation grade.

Excused absences are allowed for family deaths, serious personal illness, or other situations that are beyond the student’s control. Prior notice to the instructor is required for an excused absence. Please provide the appropriate documentation to the professor. A comprehensive makeup examination will be scheduled for those students with EXCUSED absences from interim examinations. Please see the professor for arrangements with other coursework.

Assignment and Late Work Policy

This syllabus is subject to change during the semester. Changes will be announced in class and on Sakai. All students are responsible for making the changes to their class outline.

(1) A comprehensive makeup examination will be scheduled for those students with-excused absences from interim examinations. Excused absences are allowed for family deaths, serious personal illness, or other situations that are beyond the student’s control.

(2) NO CREDIT WILL BE REWARDED FOR SAKAI DISCUSSIONS AFTER THE DUE DATE UNDER ANY CIRCUMSTANCES.

(3) Attend class. Habitual absences will be noted through attendance checks.

(4) Full credit will not be automatic on assignments turned in for points. NEATNESS, CLARITY, COMPLETENESS, AND PROFESSIONALISM will be considered.

(5) Chapters will be discussed in the order shown in the Course Outline. However, the dates...
may vary depending on the related class discussion and activities.

**Additional Instructor Policies**

- To minimize distractions, laptops must be closed during class
- No meals are permitted in the classroom.
- Cell phones should be on vibrate. A cell phone that rings during class must be relinquished to the instructor for the remainder of the class period

**Academic Integrity**

All members of the Quinlan School shall refrain from academic dishonesty and misconduct in all forms, including plagiarism, cheating, misrepresentation, fabrication, and falsehood...Plagiarism or cheating on the part of the student in individual or group academic work or in examination behavior will result minimally in the instructor assigning the grade of “F” for the assignment or examination. In addition, all instances of academic dishonesty must be reported to the chairperson of the department involved.

For further information about expectations for academic integrity and sanctions for violations, consult the complete Quinlan School of Business Honor Code and Statement of Academic Integrity on the Quinlan website:  
# Class by Class/Week by Week Course Outline

## Class Schedule (FALL 2014)

This class may occasionally deviate from the course outline above. The instructor reserves the right to make changes as needed to the course syllabus.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic &amp; Readings</th>
<th>Assignments</th>
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</thead>
</table>
| Week 1 | 8/25 | Topic: Introductions to Labor Relations  
Readings: Carrell and Heavrin, Chapter 1.  
Case Study 1.1: Job Performance  
Case Study Template  
Charter Template | Week One Discussion  
Due: August 31, 2014 |
| Week 2 | 9/1 | LABOR DAY – NO CLASSES | Quiz #1  
Due: September 7, 2014 |
| Week 3 | 9/8 | Topic: Private Sector Labor Relations: History and Law  
Readings: Carrell and Heavrin, Chapter 2  
Case Study 2.2: Discriminating Against Union Members  
Group Charters | Week Three Discussion  
Quiz # 2  
Group Charter  
Due: September 14, 2014 |
| Week 4 | 9/15 | Topic: Private Sector Labor Relations: History and Law  
Readings: Carrell and Heavrin, Chapter 3.  
Case Study 3.2: Resolving Impasse By Binding Arbitration  
One Page Written Case Summary | Week Four Discussion:  
Case Summary  
Due: September 21, 2014 |
| Week 5 | 9/22 | Topic: Establishing a Bargaining Unit & the Organizing Campaign  
Readings: Carrell and Heavrin, Chapter 4.  
Case Study 4.1: Salting | Week Five Discussion  
Quiz # 3  
Due: September 28, 2014 |
| Week 6 | 9/29 | Topic: Negotiating Strategies & Negotiating a Collective Bargaining Agreement & Impasse  
Readings: Carrell and Heavrin, Chapters 5 & 6  
Case Study 5.1: Good-Faith Negotiations  
Case Study 6.2: Impasse in Negotiations | Midterm Exam #1  
Due: October 5, 2014 |
| Week 7 | 10/6 | Topic: Wages and Fringes  
Readings: Carrell and Heavrin, Chapters 7 and 8  
Case 7.1: Wages: Extra Compensation  
Case Study 8.1: Paid Leave of Absence | Week Seven Discussion  
Quiz # 4  
Due: October 12, 2014 |
| Week 8 | 10/13 | Topic: Outcomes: Job Security and Seniority  
Readings: Carrell and Heavrin, Chapter 9.  
Case Study 9.2: Drug Testing | Midterm Exam #2  
Due: October 19, 2014 |
Readings: Carrell and Heavrin, Chapter 10.  
Case Study 10.1: Unfair Labor Practice by Employer  
PRESENTATIONS: GROUPS 1 AND 2 | Week Nine Discussion  
Quiz # 5  
Due: October 26, 2014 |
| Week 10 | 10/27 | Topic: Grievance and Disciplinary Procedures, The Arbitration Process  
Readings: Carrell and Heavrin, Chapters 11and 12.  
Case Study 11.1: Insubordination of a Police Officer While in Pursuit of a Stolen Vehicle  
Case 12.1: Arbitrability in Major League Sports  
PRESENTATION: GROUPS 3 AND 4  
GROUP CASE REPORT | Group Case Report  
Due: November 2, 2014 |
| Week 11 | 11/3 | FINAL EXAM (Chapters 9-12) | Final Exam 11/3 |
# CASE EVALUATION FORM

GROUP #________ CASE NAME: _______________________

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<tr>
<th>Percent of Grade</th>
<th>Percent Earned</th>
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<tbody>
<tr>
<td>15</td>
<td>____</td>
<td>I. Introduction and Background</td>
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<tr>
<td>15</td>
<td>____</td>
<td>II. Analysis of problem</td>
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<td>15</td>
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<td>III. Plaintiff and Defendant Analysis</td>
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<td></td>
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<td>Point of Views</td>
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<td>15</td>
<td>____</td>
<td>IV. Application of Concepts from Class and Research (Legal)</td>
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<tr>
<td>15</td>
<td>____</td>
<td>V. Ruling, Your Recommendations (Arbitrator), Application of Concepts from Class</td>
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<td>25</td>
<td>____</td>
<td>VI. Quality of Presentation or Quality of Writing</td>
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<tr>
<td>100</td>
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<td>TOTAL</td>
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