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Course Outline for BUSN 85

INTRO TO LABOR-MGMT RELATIONS

Effective: Fall 2007

I. CATALOG DESCRIPTION:

BUSN 85 — INTRO TO LABOR-MGMT RELATIONS — 3.00 units

History, organization, concepts, and legislation of labor/management relations; collective bargaining contract content, legal base, economics, and contract negotiation; contract administration; dispute resolution grievances arbitration, and mediation; public sector labor/management relations, unfair labor practices and remedies; global implications and emerging trends, issues and future challenges.

3.00 Units Lecture

Strongly Recommended

BUSN 56 - Introduction to Management

Grading Methods:

Discipline:

	MIN
Lecture Hours:	54.00
Total Hours:	54.00

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. PREREQUISITE AND/OR ADVISORY SKILLS:

Before entering this course, it is strongly recommended that the student should be able to:

- A. BUSN56

IV. MEASURABLE OBJECTIVES:

Upon completion of this course, the student should be able to:

- A. Discuss and explain the history of the labor movement in the United States;
- B. Identify important labor laws;
- C. Describe the complexity of labor and government;
- D. Demonstrate an understanding of contract negotiation;
- E. List and explain economics and laws governing the organizing process;
- F. Demonstrate an understanding of dispute resolution and the grievance-arbitration process;
- G. Demonstrate an understanding of the process involved in an unfair labor charge and available remedies for an unfair labor charge;
- H. Discuss and explain current problems and cases;
- I. Compare and contrast the strategies of labor and management.

V. CONTENT:

- A. Labor management relations-past and present
- B. Types and importance of unions
- C. Organizing and contract negotiations
- D. Contract administration
- E. Unfair labor practice procedures and remedies
- F. Dispute resolution-grievance and arbitration
- G. Public sector and global perspectives
- H. Issues in the labor/management relations process
- I. Future trends of global perspective

VI. METHODS OF INSTRUCTION:

- A. Critical thinking exercises to integrate students' overall ability to understand the material.
- B. Problem solving tasks and activities in which students are expected to use theory and generally accepted standards to make decisions and report their conclusions.
- C. Formal and informal lectures enhanced by classroom discussion based on student questions related to the material.
- D. Lectures utilizing Power Point, overhead transparencies, computer media, handouts, whiteboard and/or blackboard.
- E. **Guest Lecturers** - as appropriate.
- F. In class current topic discussions and assignments handled individually, with class partners, in terms and/or as the whole class.
- G. Readings of text assignments, journals, magazines, class handouts and/or study guide applications.

- H. Written exercises and case studies to evaluate concepts and facts.
- I. Small group and individual problem solving tasks and activities where students are expected to reach consensus or make decisions and report their findings.
- J. Audio-visual materials including but not limited to video tapes and Internet web casts with handouts for note taking, and small group discussion.

VII. TYPICAL ASSIGNMENTS:

Instructors will utilize a variety of assignments designed to meet the objectives of the course, to enhance the students' varied strengths and to minimize learning weaknesses in students. A. Recognition tasks: matching, identifying correct facts, etc. For example, completing a case study analysis. B. Practical writing, reading, speaking and listening tasks that demonstrate or elicit an understanding of and/or a possession of the facts. Examples include: C. Small Group Work 1. Mock contract negotiations and 2. Mock mediation and arbitration

VIII. EVALUATION:

A. **Methods**

1. Exams/Tests
2. Quizzes
3. Research Projects
4. Papers
5. Group Projects
6. Class Participation
7. Other:
 - a. Methods:
 1. Class and small group discussions of current issues
 2. In-class written case study analyses of video and written cases
 3. Research paper
 - a. Select topic from instructor's list
 - b. Use literature, periodicals, interviews and Internet resources
 - c. Prepare at least a 10-page paper
 4. Periodic multiple choice, true/false and short answer examinations and a comprehensive final with objective questions
 5. Student participation individually and in small groups

B. **Frequency**

1. Frequency:
 - a. Instructors may choose how and when to evaluate students through the use of a variety of written assignments, quizzes and tests
 - b. Frequent feedback is expected to insure students are building on the foundation concepts and to identify if there needs to be a change in the type of assignments or the presentation of material.
2. Sample multiple-choice questions:
 - a. The major weapon management used against labor organizations before 1932 was:
 1. the lockout
 2. the injunction
 3. state legislation
 4. wage cuts
 - b. When an employer promises to raise the wages of a worker if he/she will agree not join a union, the action is considered to be
 1. a legal bargaining tool
 2. a criminal act
 3. in contempt of the NLRB
 4. an unfair labor practice
3. Sample Short Answer:
 - a. Discuss the relevant provisions of the Taft-Hartley Act that seek to guarantee rights of employees as individuals as distinct from their rights as union members
 - b. Describe the characteristics of arbitration hearings. Include the roles of the people involved. Compare and contrast a typical arbitration proceeding with a court proceeding
4. Sample student case study:
 - a. Concessionary bargaining. Discuss the character of the concessions granted employers by unions in recent years and indicate what the involved employees received in return. Determine the chances of such concessions actually saving job.
5. Sample topics for student participation in small groups to discuss experiences in an organizational change. For example, discuss the positives and the negatives following:
 - a. Flextime: Its successes and failures
 - b. Right to work laws
 - c. Equal pay for comparable work laws

IX. TYPICAL TEXTS:

1. Slone and Witney *Labor Relations*. 12th ed., Prentice-Hall, 2007.
2. Cihon and Castagnera *Employment and Labor Law*. 5th ed., West Legal Studies, Thompson, 2005.

X. OTHER MATERIALS REQUIRED OF STUDENTS:

- A. Internet access
- B. Computer and printer access
- C. Access to business publications, magazines and periodicals (i.e. USA Today, Wall Street Journal, Fortune Magazine, Harvard Business Review)