Employee & Labor Relations
HRM 524.110 – Spring 2015
Dr. Barbara Lyon, SPHR  [CRN: 10033]

COURSE OVERVIEW

This course provides an exploration of the labor union movement and the process of collective bargaining, the formation of a union, labor agreement negotiation, labor agreement administration, grievance processes, arbitration and mediation. Labor law and legal issues in labor relations are explored extensively to include the National Labor Relations Act and functions of the NLRB. Negotiation skills are developed via mock labor contract negotiations.

COURSE DESCRIPTION

Catalog Description: A study of the laws relating to employment. It includes defining the employer-employee relationship; regulation of discriminatory practices in employment (Title VI, the 1964 Civil Rights Act, and other statutes); regulation of the employment environment; and testing and evaluation of employee performance.

Expanded Course Description: The objective of this course is for each student to be able to know, comprehend, apply, analyze, synthesize, and evaluate the topics of collective bargaining, labor market fundamentals, unionism, and related issues of labor economics. A practical approach utilizing methods used by unions and management in the workplace will be the focus of the course. The course will typically include a role playing exercise designed to demonstrate techniques and strategies employed by management and labor during contract negotiations. Laws and regulatory agencies, with special emphasis on the National Labor Relations Act and the National Labor Relations Board, that shape and regulate relations between labor and management within organizations will be an important component of the course. The course is intended for graduate level students. This course will serve as a required course for the M.S. Human Resource Management majors.

Course Prerequisites and Entrance Requirements: To be admitted into this course, you must have completed: (1) enrollment in TAMUCT’s College of Graduate Studies, and (2) HRM 502 or HRM 505, or instructor approval

Students are expected to have graduate level writing skills, creative and analytical thinking skills, effective reading skills, advanced learning skills, and a general understanding of problems faced by business managers. Students must be proficient in computer usage, to include word processing, internet use, and the use of online library information databases.
COURSE OUTCOMES

Overall Course Objective: Students will have developed a comprehensive knowledge and understanding of laws and regulations affecting the employer-employee relationship in a collective bargaining environment. They will be able to analyze decided legal cases for their impact upon the practice of HRM and the practice of labor-management relations. They will be able to analyze employment scenarios involving issues of employment law and regulation and formulate appropriate strategies for dealing with the situation.

Learning Competencies: At the conclusion of the course the student will achieve the following skill and knowledge outcomes:

Knowledge Outcomes:
1. An in-depth understanding of federal labor law
   a. National Labor Relations Act
   b. Taft-Hartley Amendments
   c. Landrum-Griffin Act
   d. Labor Management Relations Act
   e. Railway Labor Act
   f. Norris-LaGuardia Act
2. An in-depth understanding of federal labor regulatory agencies and practices
   a. National Labor Relations Board
   b. Administrative law judges and the labor dispute resolution and adjudication process
3. Understanding of past and current labor market issues

Skill Outcomes:
1. Ability to analyze
   a. Labor-management relationship situations and determine appropriate strategies
   b. Labor-management arbitration issues
   c. Labor market issues
2. Negotiate labor-management collective bargaining agreements
3. Apply legal principles to labor-management issues
4. Formulate strategies for dealing with labor-management issues

Unit Objectives: This course focuses on six major areas, or units. Competencies assigned to these units are provided below.

Federal Labor Laws and the Creation of a Bargaining Unit (Unit #1)
1. Federal Regulations of Labor-Management Relations: Discuss the legal principles of the following: Labor Management Act, National Labor Relations Act, Railway Labor Act, Norris LaGuardia Act, Landrum Griffith Act, and other pertinent labor laws. Discuss the structure and operations of the National Labor Relations Board.
2. The Collective Bargaining Unit: Discuss and apply the legal principles related to the formation of a collective bargaining unit. Analyze situations in the formation of a CBU and determine appropriate legal actions and/or responses.
3. Union Organizing Rights and Election Campaigns: Discuss the legal principles of union organizing rights and in election campaigns. Analyze situations related to union organizing rights and election campaigns and recommends appropriate legal strategies and responses.
4. Employee’s Right to Union Representation: Discuss the legal principles of an employee’s right to union representation. Analyze situations where employee’s right to union representation are called into question and recommend appropriate responses.
Collective Bargaining Issues (Unit #2)

1. The Duty to Bargain: Discuss the legal principals of the duty to bargain for both management and union. Analyze situations where the duty to bargain is called into question and recommend appropriate responses.

2. Strikes, Striker Rights, and Lockouts: Discuss the legal principles governing strikes, striker rights, and lockouts. Analyze situations involving issues of strikes or lockouts and recommend appropriate responses.

3. Picketing, Boycotts, and Related Activities: Discuss the legal principles governing picketing, boycotts, and related activities. Analyze situations involving picketing, boycotts, and related activities and recommend appropriate responses.

4. Union Regulation of Work and Antitrust Laws: Discuss the legal principles governing union regulation of work and the use of antitrust laws in CBA environments. Analyze situations involving the union regulation of the workplace and/or the applicability of antitrust laws and recommend appropriate responses.

Administration of the Collective Bargaining Agreement (Unit #3)

1. Enforcement of Collective Bargaining Agreements and the Duty to Arbitrate: Discuss the various practices and their legal principles in the enforcement of CBAs. Analyze situations involving the enforcement of CBAs and the use of arbitration and recommend appropriate actions.

2. Union Membership and Union Security: Discuss the legal principles governing union membership and union security arrangements in a CBA environment. Analyze situations involving issues of union membership and security and recommend appropriate actions.

3. Rights and Responsibilities of Union Members: Discuss the legal principles governing the rights and responsibilities of union members. Analyze situations involving issues of union membership and recommend appropriate actions.

4. The Duty of Fair Representation: Discuss the legal principles governing the duty of fair representation and recommend appropriate actions.

Other Issues in Collective Bargaining (Unit #4)

1. EEO in a CBA Environment: Discuss the legal principles of EEO in a CBA environment. Analyze situations involving EEO in a CBA environment and recommend appropriate actions.

2. Federal-State Relationships in Labor Relations: Discuss the legal principles related to federal and state relations in the arena of labor relations. Analyze situations involving federal-state relations in labor relations and recommend appropriate actions.


REQUIRED TEXT

Students should review the required textbook prior to the first day of classes. Failure to acquire access to the text before the course begins may result in unexcused late assignments.

Title: Labor Relations and Collective Bargaining: Private and Public Sectors

Authors: Michael R. Carrell, Christina Heavrin, J.D.
Year/Edition: 2013, 10th Edition
Publisher: Prentice Hall
ISBN-10: 0132730014
Companion Website: http://wps.prenhall.com/bp_carrell_lr_10/
INDIVIDUAL PARTICIPATION

Remember that class participation is difficult, at best, without class attendance, so make every effort to attend each class session. Reading assignments will be in accordance with this syllabus and as assigned through specific class activities. It is important for students to become familiar with materials/assignments prior to scheduled submission deadlines. Activities and exams are generally based on text readings; however, current staffing issues may also be included.

Attendance/Withdrawal: Although attendance is highly encouraged, we recognize that not all students are able to attend each class session. In such cases, where attendance is required, contact the professor or program secretary with information as soon as possible. It is not necessary to call when you are going to be late or absent unless your absence will be for more than one class period. It is the responsibility of each student to submit assignments and become aware of other activities missed during absences.

Make-up Work: In accordance with university policy, each faculty member has the responsibility and authority to determine whether make-up work can be done because of absences. Although Dr. Lyon will generally accept make-up assignments up to one week late during the first two weeks only, no extensions are planned after that time. Further, individual additional “extra credit” activities will not be granted; however, bonus points may be made available to the entire class.

Request for Incomplete Grade: In rare, emergency cases, students may qualify for an incomplete grade, which is recorded as a “K” on the grade report and transcript. Requests for incomplete grades must be made according to university policy and approved by the instructor prior to the final week of classes. All requirements must be completed by the end of the next long semester or the “K” automatically changed to an “F.” The last day to drop a course with no record this semester is published in the Texas A&M University Catalog on the Academic Calendar page(s).

Dropping the Course: If you discover that you need to drop this class, you must go to the Records Office and ask for the necessary paperwork. Professors cannot drop students; this is always the responsibility of the student. The Records Office will give a deadline for which the form must be returned, completed, and signed. Once you return the signed form to the Records Office and wait 24-48 hours, go into Warrior Web and confirm that you are no longer enrolled. If you are still enrolled, follow-up with the Records Office immediately. You should attend class until the procedure is completed to avoid any possible associated penalty. Should you miss the deadline or fail to follow the procedure, your earned grade in the course will be posted onto your transcript.

Individual Assignments: Individual assignments are provided to help students better understand how well they comprehend text reading assignments. Unit quizzes will be completed, submitted and scored through TAMUCT’s Web-supported application, Blackboard [http://tamuct.blackboard.com]. Be sure to check part VI of your syllabus for additional assignments included in this course.

Requirements. Unless otherwise indicated or approved by the professor, each assignment must be completed individually and submitted by scheduled date indicated Course Schedule of this syllabus.

Point Values: Point values for all activities are listed under “activities/assignments due” in the last section of this syllabus. Students are encouraged to maintain a record of assignments submitted and points earned. Students are encouraged to maintain a record of assignments submitted and points earned.

Written Work: Unless otherwise indicated, all outside written work must be typed double-spaced on white 8-1/2” x 11” paper, using black ink. Students are required to use the Publication Manual of the American Psychological Association (APA) (6th ed.) as the primary reference as they prepare their final work for submission. (See your Blackboard Learning Resources file for information on
APA format.) Homework will be submitted for grading with a cover sheet (including title of work, student name, university, course and section number, professor, date, etc.) and stapled at the upper left-hand corner. Unless otherwise approved, folders, binders and sheet protectors will not be accepted. Remember that items submitted for grading or review are expected to be of graduate quality, language and depth and in APA format; points will be deducted for poor grammar, spelling and appearance.

- **Quality**: Items submitted are expected to be of graduate quality, language and depth.
- **Style Requirements**: Submissions will be in accordance with The Publication Manual of the American Psychological Association, 6th ed. See your Blackboard Learning Resources tab for references and sample documents.
- **Identification**: Each assignment must include a cover page, including all required identification information including the, page header, page number, assignment title, student name, university, course name and section number, professor, and submission date.
- **Submitting Work**: Assignments will be submitted in class, as assigned. (See the Course Schedule section of this syllabus.) Be sure to staple items prior to submission.

**Exams**: There will be two on-line exams during the semester. The exams will generally be comprised of various objective items, but may also include short answer and/or problem items, as well. Exams will be administered according to the Course Outline listed in this syllabus. The final exam will be a comprehensive exam, covering all chapters in the text. Exams will be closed-book activities and will represent the independent work of each student.

- No exam may be taken more than one time in an effort to improve the score achieved.
- With the exception of approved situations, make-up exams will not be permitted.
- Any exam not made up as approved and arranged by the professor will be scored as a zero.

## GRADE COMPUTATION

Students earn their course grades by effectively completing scheduled assignments; no individual extra credit assignments are given. To satisfactorily pass this course, students must complete each of the graded items listed below. Failure to submit appropriate documents for scoring in each category may result in a failing grade.

Final grades will be calculated as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Exams (2)</td>
<td>[550 pts]</td>
<td>55%</td>
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<tr>
<td>NLRB Briefs (10)</td>
<td>[200 pts]</td>
<td>20%</td>
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<tr>
<td>Assignments &amp; Case Discussions</td>
<td>[50 pts]</td>
<td>5%</td>
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<tr>
<td>CBA Exercise</td>
<td>[200 pts]</td>
<td>20%</td>
</tr>
</tbody>
</table>

1000 pts 100%

## ACADEMIC HONESTY

Texas A&M University - Central Texas expects all students to maintain high standards of personal and scholarly conduct. Students found responsible of academic dishonesty are subject to disciplinary action. Academic dishonesty includes, but is not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. The faculty member is responsible for initiating action for each case of academic dishonesty and report the incident to the Associate Director of Student Conduct. More information can be found at [http://www.tamuct.edu/departments/studentconduct/facultyresources.php](http://www.tamuct.edu/departments/studentconduct/facultyresources.php).
PROJECTS AND ASSIGNMENTS

Items submitted are expected to be of collegiate quality language, depth, and organization. Points will be deducted for poor grammar, spelling, and appearance. These are graded on a twenty point scale. They should be submitted through the Assignment link on the Menu Bar in Blackboard. Follow the APA manual for formatting issues.

Cases: Individual students will prepare a labor relations case related to chapters 3 through 12, and should be ready to participate in class discussion related to the case. Case briefs are due at the beginning of the assigned class period and submit case briefs in class for scoring. Cases will be randomly selected and scored for specific content. Point values are located in the Course Schedule of this syllabus. Each case brief must include the all of the following elements:

1. Legal issue: The central legal issue of the case; what question(s) are raised in this case and are to be addressed. Use words such as “can”, “did”, “does” to start your legal questions.

2. The facts: These are the key facts that define the problem and bear upon the decision. You do not have to list every little detail here, but you must provide enough detail to set the context of the case and issues involved in the situation.

3. Discussion: This section of the brief explains the issue and facts in the case. Questions answered include: What is important? What is not important? What was done? What should have been done? What are the arguments, pro and con? What are the various options and the advantages and disadvantages for each?

4. Decision: The “what and why” of the decision by the administrative law judge (ALJ) or the NLRB is presented along with an explanation of the decision rationale. If the decision was appealed, state the appeals court that heard the case, the ruling and rationale for the decision rendered. If the case was heard by the Supreme Court, how did the court rule and why?
   - This section is to only include the jurisdiction/court, rulings and why the ALJ, the NLRB, and a court ruled as they did.
   - You must clearly label each court.

5. Student Decision: Put yourself in the position of an ALJ or a member of the NLRB. Considering the information that was presented, how would you rule? Explain your decision based on the information presented.

6. Managerial implications: Indicate your thoughts about how management should respond in light of this decision. In other words, what can other organizations learn from this case?

Labor Contract Negotiation (CBA) Exercise: Students will be divided into teams with each team playing the role of either a labor or management contract negotiation team. We will use a simulation exercise for this part of the course. See your Blackboard Learning Resources tab for the CBA exercise and related resources. Students will be formed into teams for the collective bargaining agreement (CBA) negotiation exercise. Students are expected to fully participate in all activities related the exercise. During the last class meeting, individual performance will be evaluated by all team members. This evaluation will be included in grading the CBA requirement.
Technology Requirements

For this course, you will need reliable and frequent access to a computer and to the Internet. You will also need a headset or speakers to be able to listen to audio files and some on-line resources. It may also be helpful to have a microphone available to conduct other activities in the course.

(1) If you do not have frequent and reliable access to a computer with an Internet connection, please consider dropping this course or contact your professor to review your situation.

(2) Technology issues are not an excuse for missing a course requirement.

(3) Be sure to make sure that your computer is configured correctly to support course requirements well in advance of deadlines.

(4) **Browser:** It is highly recommended that you use Chrome or Mozilla Firefox as your default browser.

- **Check browser and computer compatibility** by following the “Browser Check” link on the TAMU-CT Blackboard logon page at [http://tamuct.blackboard.com](http://tamuct.blackboard.com). (Be sure that www. is **not** included in the address.)

  - This is a CRITICAL step, as these settings are important for when you take an exam or submit an assignment.

  - The Blackboard test application appears to be more reliable if you use Mozilla Firefox or Google Chrome instead of newer versions of Microsoft Explorer. You will likely find it beneficial to download **Chrome or Firefox** prior to the scheduled date for the first quiz.

**Blackboard Learn Logon:** Logon to [http://tamuct.blackboard.com](http://tamuct.blackboard.com) to access the course. (Be sure that www. is **not** included in the address.) Follow instructions regarding your username and password.

**Blackboard Student Orientation:** Your ability to function within the Blackboard learning management system will facilitate your success in this course, so you must learn basic functions very early in the semester. This orientation course will help you get there.

  1. Upon logging on to Blackboard Learn, you will see a link to Blackboard Student Orientation under My Courses tab. Click on that link and study the materials in this orientation course.

  2. The Blackboard Student Orientation and other related information are also available within the course at the BLACKBOARD INFORMATION tab on the course left-hand menu bar.

**Blackboard Technology Support:** The Blackboard learning management systems is supported by most common operating systems including: PC: Windows 7/8, Windows XP, Windows Vista, Windows 2000, Mac OS 10.6 “Snow Leopard®”, Mac OS 10.5 “Leopard®”, Mac OS 10.4 “Tiger®” For technological or computer issues, contact Blackboard support services before requesting assistance from the professor or TAMUCT administrative support personnel. Students should contact Blackboard support services 24/7 at:

- **Help Central Website:** [http://www.tamuct.edu/help](http://www.tamuct.edu/help)
- **On-line Chat:** [http://hdc.tamu.edu/](http://hdc.tamu.edu/)
- **Phone:** (254) 519-5466 or (979) 845-8300
- **Help Desk Central** (HDC) is available 24/7 all year long.
- Be sure to state that you are a Texas A&M--Central Texas student.
LIBRARY SERVICES

Information literacy focuses on research skills that prepare individuals to live and work in an information-centered society. Librarians will work with students in the development of critical reasoning, ethical use of information, and the appropriate use of secondary research techniques including: (1) exploring information resources such as library collections and services, (2) identifying sources, such as subject databases and scholarly journals, (3) executing effective search strategies, (4) retrieving, recording, and citing relevant results correctly, and (5) interpreting search results and deciding whether to expand or limit the search. Library resources are outlined and accessed through the web page: http://www.tarleton.edu/centraltexas/departments/library/.

STUDENTS WITH DISABILITIES

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have or believe you have a disability and wish to self-identify, you can do so by providing documentation to the Disability Support Coordinator. Students are encouraged to seek information about accommodations to help assure success in their courses. Please contact Gail Johnson at (254) 519-5831 or visit Founder’s Hall 114. Additional information can be found at www.ct.tamus.edu/AcademicSupport.

CONTACT INFORMATION

Course: Employee and Labor Relations (HRMK 524.110) [CRN: 10033]
Semester: Spring 2015 (January 20 – May 15, 2015)
Schedule: Tuesday evenings, 6:00 – 9:00 p.m.
Classroom: Founders’ Hall, room _______ and Blackboard Learn on-line
(Note: Blackboard is located at: http://tamuct.blackboard.com.)

Professor: Dr. Barbara Lyon, SPHR
Department: Management & Marketing (College of Business)
Office: TAMUCT Founder’s Hall (FH) 318K
1001 Leadership Place, Killeen, TX 76549
Office Phone: 254-519-5711
Fax: 254-519-5470
Cell: Provided in class Blackboard Welcome and Start Here Course tabs.
E-mail: bjlyon@ct.tamus.edu
Web: http://www2.ct.tamus.edu/bjlyon/
**Office Hours:**

<table>
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<tr>
<th>Day</th>
<th>Time</th>
<th>Location/Note</th>
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<tr>
<td>Monday</td>
<td>2:30 p.m. – 5:30 p.m.</td>
<td>(Program Review)</td>
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<tr>
<td>Tuesday</td>
<td>3:45 p.m. – 5:30 p.m.</td>
<td>TAMUCT FH 318-K</td>
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<tr>
<td>Wednesday</td>
<td>2:30 p.m. – 5:30 p.m.</td>
<td>(Program Review)</td>
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<tr>
<td>Thursday</td>
<td>3:45 p.m. – 5:30 p.m.</td>
<td>TAMUCT FH 318-K</td>
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**Office Assistance:**

- College of Business Administration
- O.A. Phone: 254-519-5737
- O.A. Email: cobainfo@ct.tamus.edu

**UNILERT – EMERGENCY WARNING SYSTEM FOR TAMUCT**

UNILERT is an emergency notification service that gives Texas A & M University – Central Texas the ability to communicate health and safety emergency information quickly via e-mail and text messages. By enrolling in UNILERT, university officials can quickly pass on safety-related information regardless of your location. Enroll at TAMUCT.edu/UNILERT.

**COURSE SCHEDULE**

See the complete class schedule on the following pages.

* Access your Blackboard course management system at [http://tamuct.blackboard.com](http://tamuct.blackboard.com).
* Use Blackboard ASSESSMENTS for all review quizzes and exams.
* Use Blackboard ASSIGNMENTS and DISCUSSIONS for all other assignments.
* Use Blackboard MESSAGES for all class content-related questions and regular professor contacts.

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<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Text</th>
<th>Activities</th>
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<tr>
<td>1</td>
<td>Jan 20</td>
<td>Introductions</td>
<td>1</td>
<td><strong>Introduction Activity / 2 pts.</strong> (See detailed instructions in class or on page 15 of your syllabus and in Blackboard ASSIGNMENTS.)</td>
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<td>Resources</td>
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<td>Introduction to Labor Relations</td>
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<td>2</td>
<td>Jan 27</td>
<td>Private Sector Labor Relations</td>
<td>1 - 2</td>
<td><strong>Library Exercise / 8 pts.</strong> Submit in class your summary and database abstract for a peer reviewed journal article related to employee and labor relations. (See detailed instructions on page 15 of your syllabus or in Blackboard ASSIGNMENTS.)</td>
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<td>3</td>
<td>Feb 3</td>
<td>Public Sector Labor Relations</td>
<td>3</td>
<td><strong>NLRB Case Brief #1 / 20 pts</strong> (See detailed instructions on page 13 of your syllabus and in Blackboard ASSIGNMENTS.)</td>
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<td><strong>Case Discussion #1 / 4 pts</strong> (Discuss your NLRB case in class or in Blackboard DISCUSSIONS.)</td>
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<td>4</td>
<td>Feb 10</td>
<td>Collective Bargaining Units and the Organizing Campaign</td>
<td>4</td>
<td><strong>NLRB Case Brief #2 / 20 pts</strong> (See detailed instructions on page 13 of your syllabus and in Blackboard ASSIGNMENTS.)</td>
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<td><strong>Case Discussion #2 / 4 pts</strong> (Discuss your NLRB case in class or in Blackboard DISCUSSIONS.)</td>
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<tr>
<td>5</td>
<td>Feb 17</td>
<td>Negotiation Models, Strategies and Tactics</td>
<td>5</td>
<td><strong>NLRB Case Brief #3 / 20 pts</strong> (See detailed instructions on page 13 of your syllabus and in Blackboard ASSIGNMENTS.)</td>
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<td><strong>Case Discussion #3 / 4 pts</strong> (Discuss your NLRB case in class or in Blackboard DISCUSSIONS.)</td>
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<td>6</td>
<td>Feb 24</td>
<td>Collective Bargaining Agreement (CBA) Negotiations</td>
<td>6</td>
<td><strong>NLRB Case Brief #4 / 20 pts</strong> (See detailed instructions on page 13 of your syllabus and in Blackboard ASSIGNMENTS.)</td>
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<td><strong>Case Discussion #4 / 4 pts</strong> (Discuss your NLRB case in class or in Blackboard DISCUSSIONS.)</td>
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<td>8</td>
<td>March 10</td>
<td>Compensation Issues&lt;br&gt;Wage, Salaries &amp; Benefits</td>
<td>7-8</td>
<td>NLRB Case Brief #5 / 20 pts&lt;br&gt;NLRB Case Brief #6 / 20 pts&lt;br&gt;(See detailed instructions on page 13 of your syllabus and in Blackboard ASSIGNMENTS.)&lt;br&gt;Case Discussion #5 / 4 pts Case Discussion #6 / 4 pts (Discuss your NLRB case in class or in Blackboard DISCUSSIONS.)</td>
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<td>March 16-20</td>
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<td>Spring Break</td>
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<td>9</td>
<td>March 24</td>
<td>Job Security and Seniority</td>
<td>9</td>
<td>NLRB Case Brief #7 / 20 pts&lt;br&gt;(See detailed instructions on page 13 of your syllabus and in Blackboard ASSIGNMENTS.)&lt;br&gt;Case Discussion #7 / 4 pts (Discuss your NLRB case in class or in Blackboard DISCUSSIONS.)&lt;br&gt;CBA Team Assignments / 5 pts&lt;br&gt;Opens in Blackboard on March 10, 2015. See page 14 or go to <a href="http://tamuct.blackboard.com">http://tamuct.blackboard.com</a> and click on the LEARNING RESOURCES tab.</td>
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<td>10</td>
<td>March 31</td>
<td>Unfair Labor Practices and Contract Enforcement</td>
<td>10</td>
<td>NLRB Case Brief #8 / 20 pts&lt;br&gt;(See detailed instructions on page 13 of your syllabus and in Blackboard ASSIGNMENTS.)&lt;br&gt;Case Discussion #8 / 4 pts (Discuss your NLRB case in class or in Blackboard DISCUSSIONS.)</td>
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<tr>
<td>11</td>
<td>April 7</td>
<td>Grievance and Disciplinary Procedures</td>
<td>11</td>
<td>NLRB Case Brief #9 / 20 pts&lt;br&gt;(See detailed instructions on page 13 of your syllabus and in Blackboard ASSIGNMENTS.)&lt;br&gt;Case Discussion #9 / 4 pts (Discuss your NLRB case in class or in Blackboard DISCUSSIONS.)</td>
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| 12   | April 14  | The Arbitration Process      | 12   | **NLRB Case Brief #10 / 20 pts**  
(See detailed instructions on page 13 of your syllabus and in Blackboard ASSIGNMENTS.)

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**Case Discussion #10 / 4 pts**  
(Discuss your NLRB case in class or in Blackboard DISCUSSIONS.)

~~~~~~~~~~~~~ **Negotiation**

**Plan Draft / 15 pts**  
(See detailed instructions on page 14 of your syllabus and in Blackboard ASSIGNMENTS.) |
| 13   | April 21  | Negotiation Exercise         | 1-12 | **Negotiation Plan / 60 pts**  
(See detailed instructions on page 14 of your syllabus and in Blackboard ASSIGNMENTS.)

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**Exercise / 50 pts** |
| 14   | April 28  | Negotiation Exercise Wrap-up |      | **Negotiation Exercise**  
(Team members will meet to complete negotiation exercise, as necessary, and will assist in the development of the final report.) |
|      |           | Negotiation Report           |      |                                                                             |
| 15   | May 5     | Comparative Global           | 13   | **Negotiation Team Report / 50 pts**  
(See detailed instructions on page 14 of your syllabus and in Blackboard ASSIGNMENTS.)

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**Team Member Ratings / 20 pts**  
(See information on page 15 of your syllabus or in Blackboard ASSIGNMENTS.) |
| 16   | May 12    | Labor Relations and Collective Bargaining | 1 - 13 | **Comprehensive Final Exam / 275 pts**  
*Opens in Blackboard on May 6, 2015.*  
*Closes on May 12, 2015 at midnight.*  
*Go to [http://tamuct.blackboard.com](http://tamuct.blackboard.com) and click on the EXAMS tab.* |
PREPARING CASES FOR SUBMISSION

**NLRB Website:** The NLRB holds hearings and issues decisions with respect to unfair labor practices and the representation election process. All of the cases used for the case summaries must come from the NLRB web site. The web site is: [http://www.nlrb.gov](http://www.nlrb.gov). Click on the Cases & Decisions tab at the top of the page. There are two ways to conduct a search at this web site.

First option: Go to Cases & Decisions. After you get to this screen then select Case Documents. You can then use the search box in the upper right hand corner to either search for a particular section of the NLRA or if you know the case you are looking for, you can type in the case name.

Second option: Go to Cases & Decisions. After you get to this screen then select CiteNET. This internal search engine will let you search a number of ways: the two that are most useful for this course are “Search Heading” and “Search Case Name.”

**Case Requirements:** The cases must have been decided 1990 or later. The case you select must be a minimum of 6 pages in length. The upper length of the case should be no more than 15 pages. Cases longer than 15 pages would probably be more difficult to discuss in the time frame we have in class and would require a lengthy written summary (brief).

To adequately discuss the case in class and to prepare the written summary, you need to look for cases that have the following sections: Statement of the Case, Jurisdiction, The Facts, Analysis, Conclusion of Law, The Remedy, and The Order. It will be helpful if there is also an Appendix at the end of the case.

**Case Submission:** Submitted cases will be prepared according to the syllabus requirements and will include a cover page, a content including a minimum of two pages and maximum of four pages double-spaced, a reference page and a copy of the case.

**Case organization:** (1) Cover page, (2) case brief, including each of the following elements--case name/title, court/jurisdiction, legal issue, the facts, discussion, decision, student decision, and managerial implications, (3) reference page, and (4) a full copy of the case reviewed.

**Due dates:** Prepared briefs are due at the beginning of the assigned class period. See the Course Schedule section of your class syllabus.
CBA NEGOTIATION EXERCISE

The negotiation exercise has four parts: (1) a negotiation plan, (2) performance of the CBA negotiations, (3) a team report, and (4) team member ratings. For the collective bargaining agreement (CBA) negotiation exercise, students will divided into teams and be given specific roles. The goal is to negotiate the terms of a new collective bargaining agreement. The parties involved are management and union. Every student will receive a copy of the negotiations package when teams are assigned after Spring Break.

**Negotiation Plan:** The negotiation plan should include economic and noneconomic items that the team wants to negotiate. The union teams will also select an issue that includes the point at which the union will call a strike. The union teams will also decide the minimum it will accept for each issue and each management team will decide the maximum it will agree to for each issue. Each team should prepare a cost estimate for each economic issue in their plan. An Excel spreadsheet is a useful tool to use for this portion of the exercise. The initial negotiation plan is due on Tuesday, April 14, 2014 for feedback; the final plan is due the following week to support negotiation activities.

**Negotiation Performance:** April 21 and, if necessary to complete, April 28, 2014.

**Team Report:** Each team will prepare a written paper no longer than 15 pages of text (double spaced). In addition to regular written requirements cited in the course syllabus, this paper must be set in Times New Roman font size 12 with 1” margins on each page. The paper will also include a cover and reference page. The reference page will include all references cited in the team’s negotiation preparation phase. (Remember that APA format requires that each of these references must also to be cited in the body of the paper.) Finally, a copy of the negotiation plan

**Paper content:** Each team will develop a paper that details the outcome of each issue, as a result of what happened with each issue during negotiations. *(Be sure to compare the team’s planned outcomes with actual negotiated items.)* In addition, the team will provide new contract language for each issue, written as if the language could be inserted directly into a final agreement.

**Paper submission:** The paper is due at the beginning of class on May 5, 2015. Also, submit your work to Dr. Lyon with a copy to all team members through the Blackboard Assignments tab; as an alternative, Blackboard Messages may be used for this submission.

**Team Member Ratings:** Following performance of the CBA negotiation and submission of the team report, each student will rate the team performance of each member of their team. *(Yes, this means that you will rate your classmates, and even yourself.)* Ratings should be based on active participation in team discussions, team attitude and commitment, adherence to the assigned role, timely submission of deliverables. In addition to written comments, each student will provide oral feedback related to their ratings, both given and received. The team ratings will take place on the last regular day of class, May 5, 2015.
**Introduction Activity** [2 points] - Complete in-class activity or submit this assignment in Blackboard.

1. Go into the course Blackboard ASSIGNMENTS tab and click on the Introduction Activity link.

2. In the ASSIGNMENTS text box, enter information to introduce yourself to your classmates. Here are a few suggestions to include in your message:
   - Your background information
   - Work and/or family status
   - Courses that you are taking this semester

3. Insert a photo if you are comfortable with sharing one.

4. Copy your introduction for pasting later into the DISCUSSION box.

5. Click on the ASSIGNMENT Submit tab to complete this part of the activity. [1 point]

6. Go to DISCUSSION and click on the Introduction Activity link.

7. Paste your introduction into the DISCUSSION textbox.

8. Click on the DISCUSSIONS Submit tab to complete this part of the activity.

9. In DISCUSSIONS, provide feedback with other students regarding their posting.

10. Go to MESSAGES tab and send message to Dr. Lyon to let her know that you have completed the Introduction Activity. [1 point]

**Library Search Assignment** [8 points]

(NOTE: To complete this assignment from an off-campus computer, a proxy server may be required. For assistance accessing the library’s database system click on this link [http://www.tamuct.edu/departments/library/index.php](http://www.tamuct.edu/departments/library/index.php).

1. Go to the TAMUCT library Web site (click assignment title, above, or link from the university’s main page).

2. Review the information available within the site and then go to “Online Databases.”

3. Select “EBSCO Databases.”

4. Select databases that begin with the following key words: “Academic,” “Business,” and “Psychology.”

5. Enter keywords for a staffing topic that interests you.

6. Delimit the search to available full-text, peer-reviewed journal articles that have been published within the last two years.

7. Prepare a Website search summary sheet that includes the total number of “hits” located in your search. (On the summary sheet, be sure to state your topic as the title and list at least five essential points on the topic. Further, remember that a reference citation is required.)

8. Attach a copy of the database abstract page to the Website search summary sheet.

9. Submit your printed summary sheet and abstract page in class during the assigned week.

(See the Library Search Guide and Web site Search Summary Sheet sample document in your class Blackboard Learning Resources folder.)