

**MGMT 4306.130 CRN 80306 Employee and Labor Relations**

Fall 2019

Texas A&M University-Central Texas

**INSTRUCTOR AND CONTACT INFORMATION**

**Instructor:** D. Tevis Noelting, MBA, JD, Attorney at Law (AZ)

**Office:** Virtual - Online

**Phone:** (Tamu Office Admin) 254-501-5933 or 254-519-5437; (Cell) 480-612-5506

**Email:** [dnoelting@tamuct.edu](mailto:dnoelting@tamuct.edu) or Canvas “Inbox”. It is recommended that you keep course-related communication inside Canvas (Click on “Inbox” and then on the icon to compose a new message). Use TAMUCT email only when Canvas is not available.

**Office Hours:**

By appointment for virtual meetings via Skype (d.noelting), What’s App, or similar.

**Mode of instruction and course access:**

- This course is a 100% online course using TAMUCT’s Canvas Learn system (<https://canvas.instructure.com/>). *An online course offers great flexibility but only students with strong self-discipline can enjoy the benefit and succeed in passing the course.* Students often find an online course more time consuming than a traditional face-to-face course. Specific guidelines for taking an online course using TAMUCT’s Canvas classroom are available in several short topics under the “Modules” tab on the left-hand menu (then click “Canvas LMS Orientation”).
- **Note:** *Technology issues are not an excuse for missing a course requirement or deadline – make sure your computer is configured correctly and address issues well in advance of deadlines.*
- Specific technical guidelines for using online course materials in TAMUCT’s Canvas classroom are available below in the “**TECHNOLOGY REQUIREMENTS AND SUPPORT**” section of this syllabus and in the same topic in the TAMUCT’s Canvas classroom under the “Modules” tab on the left-hand menu (then click “Canvas LMS Orientation”).
  - Tutorials for using Canvas can be found under the “Canvas Help” tab in the online classroom.
  - To check browser specifications: <https://community.canvaslms.com/docs/DOC-10720-67952720329>
  - To check computer specifications: <https://community.canvaslms.com/docs/DOC-10721-67952720328>

**Student-instructor interaction:**

During office hours listed above, I will be available for virtual meetings via Skype (d.noelting), What’s App, or similar. If you wish to meet by phone or web-conference, please email me your availability and I will respond with a confirmed time. I check my emails daily during weekdays and will respond to your messages within 24-48 hours. I check Canvas daily, M – F, but less frequently Saturday and Sunday. *Occasionally, a University meeting or conference travel will preempt a prompt response to your message. When this occurs, I will post a message via an Instructor Announcement in Canvas.*

**Warrior Shield:**

**Emergency Warning System for Texas A&M University – Central Texas**

Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account.

Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login) [https://portal.publicsafetycloud.net/Account/Login] to change where you receive your alerts or to opt out. By staying enrolled in 911 Cellular, university officials can quickly pass on safety-related information, regardless of your location.

**TECHNOLOGY REQUIREMENTS AND SUPPORT**

**Technology Requirements:**

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

**Technology Support:**

1. For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [http://hdc.tamu.edu]

*Please let the support technician know you are an A&M-Central Texas student.*

2. For issues with Canvas,

- Select “chat with Canvas support,”
- Submit a support request to “Report a Problem” or
- Call the Canvas support line:1-844-757-0953
- Links to all are found inside of Canvas using the “Help” link.

3. For issues with McGraw-Connect

- CALL: (800) 331-5094
- EMAIL & CHAT: [mhhe.com/support](http://mhhe.com/support)
  - MONDAY-THURSDAY: 24 hours
  - FRIDAY: 12 AM - 9 PM EST
  - SATURDAY: 10 AM - 8 PM EST
  - SUNDAY: 12 PM – 12 AM EST

4. For issues related to course content and requirements, contact your instructor.

**COURSE INFORMATION**

**Course Overview and description:**

The study of the principles of law concerning collective bargaining, labor market fundamentals,

unionism, and related issues of labor economics.

### **Course Objectives & Outcomes (CLOs)**

At the conclusion of the course the student should be able to, at an acceptable level per the grading scale:

1. Describe the basic features of the U.S. labor relations system such as collective bargaining, detailed union contracts, and private sector union density decline. (MLO 2, 3, 9)
2. Explain the four distinct schools of thought about the employment relationships and identify alternative methods for making workplace rules. (MLO 4-6, 9)
3. Explain what happened during the major events in U.S. labor history and why each is important. (MLO 7-10)
4. Describe the major provisions of US labor laws, the role of the NLRB and other agencies, and be able to compare and contrast private and public-sector law. (MLO 11-14, 40)
5. Describe the traditional union strategies and their alternatives as well as the organizational structure of unions. (MLO 15-17, 40)
6. Explain how unions organize and tactics used by employers to weaken support for unionizing. (MLO 18-21, 40)
7. Describe the bargaining process. (MLO 22-24, 40)
8. Describe the different types of strikes, impasses, and forms of dispute resolution and how the strengths and weaknesses of each. (MLO 25, 26, 40)
9. Explain how union contracts work, identify important provisions, and describe how grievances are resolved. (MLO 27, 40)
10. Gain hands on experience developing a team contract, and negotiation plan for a collective bargaining simulation. (MLO 1-27)
11. Gain hands on experience negotiating a collective bargaining agreement. (MLO 1-27)
12. Gain experience writing memorandums to your supervisors explaining why your collective bargaining negotiation strategy is advantageous. (MLO 1-31)
13. Explain the pressures for increased workplace flexibility, employee empowerment, and labor-management partnerships in the contemporary employment relationship, and strategies for implementation. (MLO 1, 29-31, 40)
14. Describe the labor relations challenges for managers in multinational companies and strategies for representing workers in a global economy. (MLO 1, 32-36, 40)
15. Compare and contrast labor relations in a variety of countries. (MLO 35, 40)
16. Discuss alternative directions for corporate behaviors and labor relations public policies in the 21<sup>st</sup> century. (MLO 1, 36-39)
17. Demonstrate and maintain professionalism in communications. (all class interaction within Canvas, or outside). (MLO 8, 10-12, 40)

**Student Weekly Module Learning Outcomes (MLOs):**

At the conclusion of the course the student should be able to (at any acceptable level per the grading scale):

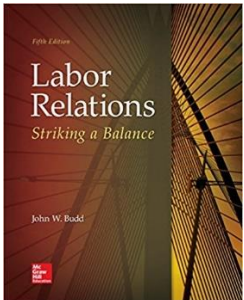
1. Explain how labor relations can affect your future work environment.
2. Define how the objectives of the employment relationship (efficiency, equity, and voice) relate to labor relations (striking a balance).
3. Discuss the current pressures on the US labor relations system on both the corporate side and the labor side.
4. Compare and contrast the mainstream economics, human resource management, industrial relations, and critical or Marxist industrial relations.
5. Identify alternative methods for making workplace rules that do not involve unions.
6. Compare and contrast employee representation through labor unions to other methods of workplace governance.
7. Describe the major events in U.S. labor history including the Great Uprising of 1877.
8. Identify how employers tried to stay union-free in the early 1900s.
9. Discuss the material learned during weeks 1-8 in essay format.
10. Discuss how workers have tried to form unions throughout U.S. history and the influences on their successes and failures.
11. Understand the major provisions of the Wagner Act, Taft-Hartley Act, and Landrum-Griffin Act.
12. Understand the role of the National Labor Relations Board and similar agencies.
13. Be able to compare the similarities and differences between private and public-sector labor law.
14. Identify the current criticisms of U.S. labor law and possible directions for reform.
15. Be able to describe the following traditional union strategies: business unionism, job control unionism, and the servicing model.
16. Be able to describe the following alternative union strategies: social unionism, employee empowerment unionism, and the employment model.
17. Understand the organizational structure of unions and the labor movement in the United States.
18. Discuss the range of possible management strategies toward labor unions and how they relate to human resource strategies and business strategies.
19. Understand how new unions are formed through the organizing process.
20. Be able to describe the election process.
21. Discuss how employers and unions try to weaken or strengthen union support in the workplace.
22. Understand the various steps and stages of the bargaining process.
23. Discuss the pressures for changing from traditional to integrative bargaining and why this is difficult.
24. Identify and explain the different options for resolving bargaining disputes and impacts.
25. Identify the different types of strikes and lockouts and how they are used.
26. Compare and contrast mediation, arbitration, and fact-finding.
27. Understand the nature of U.S. union contracts and be able to explain important contractual provisions.
28. Discuss the process for how grievances are resolved.

29. Discuss the pressures for increased flexibility, empowerment, and labor-management partnerships.
30. Describe the conflicts between flexibility, empowerment, and labor-management partnerships on the one hand, and the traditional U.S. model of job control unionism on the other.
31. Be able to understand the debates over nonunion employee representation.
32. Discuss the key elements of globalization and how they affect the employment relationship and labor relations.
33. Explain various strategies for representing workers in a global economy.
34. Understand the labor relations challenges for managers in multinational companies.
35. Understand the basic features of labor relations systems in: Canada, Mexico, Great Britain, Ireland, France, Germany, Sweden, Eastern Europe, Australia, New Zealand, Japan, and developing Asian countries.
36. Understand various options in labor relations systems for reacting to the pressures of globalization, decentralization, and flexibility while trying to balance efficiency, equity and voice.
37. Discuss alternative directions for corporate behaviors in the 21<sup>st</sup> century.
38. Identify alternative directions for labor relations public policies in the 21<sup>st</sup> century.
39. Understand strategic management and leadership issues pertaining to labor relations for managers and union leaders in the 21<sup>st</sup> century.
40. Discuss the material learned during weeks 9-16 in essay format.

***Objectives Disclaimer:*** The above are simply the main focus areas, but they are by no means the only areas where assignment or exam questions may come from. All material in the Text, Audio Lectures, and articles posted in Canvas is fair game. The audio lectures are beneficial for both general knowledge, but also exam success.

**Competency Goals Statements (certification or standards): NA**

**Required Reading and Textbook(s):****1. Text**

	<p><u>Labor Relations: Striking a Balance</u>, John W. Budd, 5<sup>th</sup> Ed. – ISBN – <b>9781260303506</b>.</p> <p>This is a loose-leaf version of the text with Connect access to complete online assignments that is being carried by our bookstore.</p> <p><b>To access Connect assignments:</b></p> <p>Step 1: Sign into Canvas account</p> <p>Step 2: From Courses, click on course name.</p> <p>Step 3: On Canvas course home page, locate and click on Assignments (via course navigation menu).</p> <p>Step 4: Click on the Connect assignment.</p> <p>Step 5: Click on Begin.</p> <p>Step 6: Do you already have a Connect account?</p> <ul style="list-style-type: none"> <li>• If so, enter you email address and password and click Sign In.</li> <li>• If you need to create a Connect account, click Register.</li> </ul> <p>Step 7: Enter email address then click Submit.</p> <p>Step 8: You have three registration options.</p> <ul style="list-style-type: none"> <li>• REGISTRATION CODE: Enter Connect registration code and click Submit.</li> <li>• PURCHASE ONLINE: Click on Buy Online to use a credit card or PayPal.</li> </ul> <p>Step 9: If you do not have a Connect account, you will be prompted to create an account.</p> <ul style="list-style-type: none"> <li>• It is recommended to use your school/institution email address when creating an account.</li> </ul> <p><b>There is at least a one-week free trial available if your book is late in arriving to get you started.</b></p> <p><i>A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer, for example McGraw-Hill:</i></p> <p>&lt;<a href="https://www.mheducation.com/highered/product/labor-relations-striking-balance-budd/M9781259412387.html">https://www.mheducation.com/highered/product/labor-relations-striking-balance-budd/M9781259412387.html</a>&gt;</p>
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**2. Instructional Materials:****Reference Guide for Professional Writing**

American Psychological Association. (2010). Publication manual of American Psychological Association (6th ed.). Washington, D.C. (ISBN-13: 978-1-4338-0561-5)

- Proper citation, both in-text and references, are a critical part of academic writing.
- Proper citation involves diligent research of relevant previous work from credible sources, accurate representation of those credible sources, and proper attribution to those sources (i.e. giving credit where credit is due).
- Hence, in this course you are required to properly cite your sources, in-text and in a reference list, for all assignments. The APA guideline listed above will help you generate a consistent format of citations and references. For online help formatting your citations, consult the [Owl at Purdue](#).

### **Equipment**

A properly configured computer, per the previous technology requirements section above in this syllabus, with: speakers or a headset (to listen to audio/video files), reliable Internet access, MS Word, Adobe Acrobat Reader, and PowerPoint.

### **Articles**

For these, good Internet access, MS Word, and Adobe Acrobat for pdf files are required.

### **Instructional Software**

Both normal **power point slide notes** and **audio presentations** of my lectures for that chapter, in Canvas in the relevant (weekly) module. The lectures are very large files, but do open fairly quickly generally.

## **COURSE REQUIREMENTS**

*The assessments below will measure the applicable Course Learning Objectives (CLOs) and Module Learning Outcomes (MLOs) stated above. In some instances, a particular outcome may be assessed by multiple methods, ex. homework and an exam question.*

**General Note: Use APA-style citations** to cite the sources of your information in all assignment submissions. If you are unacquainted with APA citation style, the reference guide listed (in 2. Instructional Materials) above in this syllabus is helpful for writing and citation. **All assignments must be submitted in a .doc or .docx format.**

### ***Late work penalties:***

1. McGraw Connect Homework & Quizzes – No late Assignments are accepted (a certain number (low-grade or not completed) will be dropped at the end of the term).
2. Journals - No Late submissions are accepted.
3. Syllabus Quiz – Late submissions allowed though the end of week 2.
4. Discussions - Late Discussions are accepted up to three days after the due date, but will lose 10% per day late.
5. McGraw Connect Homework & Quizzes – No late Assignments are accepted (a certain number (low-grade or not completed) will be dropped at the end of the term).
6. Collective Bargaining Simulation assignments & Website Quiz: No Late submissions are accepted.
7. Exams: If you fail to take an exam without notifying me **prior to** the exam, you can score no higher than the lowest grade a class member received who took it on time and may sit for a make-up exam *only if* the excuse warrants allowing a make-up.

*Below, you will find summary information concerning assignments and exams. Assignment details*

are outlined in Appendices to this syllabus, as well as in the Canvas classroom (in **Canvas**, click on the relevant “**Module**” to find the current assignments).

1. **Syllabus Quiz (5 points)** - Please complete the syllabus quiz to understand both the structure and content of this course. You will find the link for the quiz in Module 1 (Click on the ‘Modules’ link on the Canvas course menu). **See Course Schedule & Canvas Calendar for due date.** *This assignment assesses CLO 17.*

**Grading:** A student can do this assignment until 100% is achieved. **See Canvas Calendar for due dates.**

2. **McGraw Connect Homework & Quizzes (150 total points)** - Each week you will utilize Connect to complete Homework (HW) questions and quizzes related to the chapter(s) covered that week. Connect HW (10 pts. each) and Quizzes (5 pts. each) cover 13 chapters, but the worst HWs and the worst quizzes will be dropped, leaving a total of 150 points available. HW and quizzes come with short time limitations, so you need to be very familiar with the content prior to completing them. *Taken together, these assess all CLOs & MLOs.*

**Grading:** Answers are either right or wrong. Connect gives you immediate grade feedback on each of the quizzes and exercises. *Connect HW & Quizzes are due Fridays by 23:59 CST.* **See Course Syllabus and Course Calendar for due dates.**

3. **Discussions (35 points - 7 @ 5 points each)** – During each two-week module work period, prior to **Module 4** when you begin working in teams, you will have the opportunity to get to know one another and share thoughts concerning various employee and labor relations concepts, events, and issues. *Taken together, these assess all CLOs & MLOs.*

**Grading:** In order to receive full credit for each discussion, you must at least (1) submit a thoughtful substantive and relevant **original post** (2 points) *and*, in a separate post (2) **reply** substantively to another student’s post. Administrative posts like “I agree” do not earn points (2 points). A **Grade Rubric** can be found in **Appendix A** at the end of this Syllabus. *Discussions will be due Saturdays by 23:59 CST.* **See Course Calendar for specific due dates.**

4. **Journal Postings (50 Points - 5 @ 10 points each)** – Every few chapters (5 total entries), you will reflect on what you have learned during the last couple of chapters and what you found troubling or confusing in the following manner. You may access the Journal assignments by clicking on ‘Modules’ in Canvas, and then on the relevant module to see the chapters covered during that two-week period. The link for each journal will open for the module that it is due. *Journals taken together, assess all CLOs & MLOs.*

**Grading:** In order to receive full credit, you must at least (1) **thoughtfully & substantively** reflect on what you learned in the past two weeks or found interesting, in at least two sentences. In a separate paragraph, (2) **state** what you found confusing about the concepts covered (muddiest issue) and either write any questions that you have or, if you have no questions on the material, write “I have no questions” or something similar. Finally, you must (3) type your journal post **in the text box and do not attach** your journal in a Word document (journals submitted as attachments or not in the textbox will not be graded). I will generally respond to Journal posts within a week of their due date and if you have any questions, I will answer by



replying directly to your journal entry. There are no format requirements for requirement #2, other than it appearing separately from requirement #1. *You will lose 2 points if you do not state whether you have questions or not.* Each Journal entry should only consider material covered during the two-week period (*4 points will be taken off if you stray from the chapter topics covered during that period*). *Journals will be due Sundays by 23:59 CST. See Course Calendar for specific due dates.*

- 5. Team Contract - (25 points)** - The team contract is designed facilitate the sharing of each team member's expectations in regard to group work generally and for the team assignment. **Assignment details** and a **Team Contract form** can be found in **Appendix B** at the end of this syllabus. Details are also located in Canvas (Click on "Modules" and then on the current module to find the assignment). *This assignment assesses CLO 17.*

Each team should structure the team contract to ensure each team member's *timely* commitment and contribution to the **team project deliverables**: The team contract should specify the internal due dates for member submission of draft deliverables; identify specific *team members accountable for each item of team work* submitted to me for a grade; identify the *team member(s) in charge of submitting the team's collective bargaining agreement (CBA)*.

**Grading:** Teams will negotiate until 100% of the required contract elements stated above, are agreed upon. In the Canvas classroom, teams will have a group area to negotiate the team contract and then work as team, post files, *document group member interaction* (messaging records, chat-records or recording of meetings, or other means), etc.. Team members will submit the written team contract to me, for grading (**Note:** Little or no participation in team contract negotiations will lower your team contract grade). *See Course Schedule for due date.*

- 6. Collective Bargaining Simulation-Website Quiz - (20 points)** – You will take a Simulation Quiz to assess your understanding of the [www.thezinnia.com](http://www.thezinnia.com) simulation website. *This assignment assesses CLO 10-11.*

**Grading:** A student can do this assignment until 100% is achieved. **See Canvas Calendar for due dates**

- 7. Team Member draft negotiation plan - (30 points)** - *Each* team member will post a **timely draft**. Assignment requirements can be found in **Appendix C** at the end of this Syllabus. *This assignment assesses CLO 10.*

**Grading:** In order to receive full credit for each discussion, each team member must complete an individual draft negotiation plan that conforms to the assignment requirements in Appendix C. *See Course Schedule for due date.*

- 8. Team Collective Bargaining Simulation (100 Points)** – Students will participate in the collective bargaining simulation known as “The Zinnia and Service Workers Local H-56.” In this simulation, students will be put into small groups of between 3-5 students and will represent either the Zinnia or Service Workers Local H-56 as they engage in collective bargaining. **A brief introduction to this exercise can be found in Appendix D of your textbook** and even more information can be found at [www.thezinnia.com](http://www.thezinnia.com). *This project fulfills CLOs 10-12, and 17).*

Students will be required to submit the following:

1. Each team must submit a team contract (described in 5 above).
2. Each team member will take a Simulation Quiz to assess understanding of the [www.thezinnia.com](http://www.thezinnia.com) website (described in 6 above).
3. Each team member must submit a draft negotiation plan (described in 7 above) both to me and to the team (post in your assignment folder for grading, and as a file attachment in your team's group area)
4. Teams will negotiate with another team, for two modules (50 points total: 25 points for each after-action report (AAR) submitted to me for grading).
  - Round 1 After Action Review (AAR): Detail what went right with the strategy you planned for round 1 (in your negotiation plan), and what went wrong. Explain what needs to be changed in your negotiation plan for Round 2.
  - Round 2 After Action Review (AAR): Detail what went right with your Round 2 strategy, and what went wrong, and whether you ended negotiation without coming to agreement (If so, you are officially "on strike").
5. Each team must submit a final paper detailing the negotiations process and final agreement (if any) or if "on strike", submit a paper explaining why they went on strike to their boss. More information will be provided closer to the simulation in the Collective Bargaining Simulation assignment (posted in Canvas along with a grade rubric). (50 points)
6. Each student must write a peer evaluation of their fellow teammates (described in 8 below)

**If you are on a team where one member does not respond or does not participate, please let me know ASAP!**

More information will be provided closer to the simulation in the Collective Bargaining Simulation assignment (posted in Canvas along with a grade rubric).

- 9. Peer Evaluation (5 Points)** - Individually, each team member must complete a peer evaluation rating the other group members before I can post the individual grade for the team project. The evaluation is based on a 4-point scale. Individuals need to have an average rating of above 2.5 to be able to receive the full group grade. When an individual has an average rating of below 2.5 and above 1.5 from other group members, the individual receives 60% of the group grade. If an individual team member receives an average rating below 1.5, the individual will receive zero on the group assignment. Peer Evaluation forms will be visible in Canvas, in your team area. *This assignment fulfills CLO 17.*

**Grading:** You earn 5 points by completing the Peer Evaluation. *See Course Schedule for due date.*

- 10. Exams –600 points (200 Points each)**– Exam 1 covers Chapters 1-5, Exam 2 covers Chapters 6-9, and Exam 3 covers Chapters 10-13.
- You can access exams *only* when the exam window opens. Please note that the links for the tests may not show up until the test is scheduled. **See the Schedule and Canvas**

**Calendar for dates and availability windows.**

**Please schedule around the available exam window.** If there is an unavoidable conflict, you must let me know **ahead of time**, not after. You cannot retake the exam or reschedule the exam after the fact unless you have documentation of an extenuating circumstances outside of your control. Make-up exams if permitted, will be an entirely different structure (all essay), so it is important to contact me before the exam. *If you fail to take an exam without notifying me prior to the exam window, you can score will no higher than the lowest grade a class member received who took it on time and only if the excuse warrants allowing a make-up.*

**Exams are not easy** and will be comprised of multiple choice, T/F questions, and short essay questions. You will have 180 minutes to complete each online examination. Given the time constraints, I highly suggest that you study hard before the test because you will not have time to look all of the answers up. You may use your text, personal notes, and anything I put in Canvas to assist you, but **you may not use another person's help or the internet.** **Googling is cheating! Cutting and pasting from the internet is cheating!** Follow exam instructions closely and watch the clock as your answers will 'auto-submit' once time has expired.

**\*\*PLEASE NOTE:** All assignment & exam due dates and times are for the central time zone. Therefore, if you travel to another time zone, you must still turn in all assignments in at the correct time for the central time zone and not the time zone that you are in at that moment. You are responsible for making sure that you make all of your deadlines when traveling to other time zones.

**Grading Criteria Rubric and Conversion to Letter Grade**

<b>Graded Coursework</b>	<b>Points/Percentage Weight</b>
Syllabus Quiz	5 Points = .5%
McGraw Connect Assignments (13 HW / 13 quizzes)	130 Points = 13%
Discussions (7 @ 5 points each)	35 points = 3.5%
Journals (5 @ 10 points each)	50 Points = 5 %
Simulation Website Quiz	20 points = 2%
Team Contract	25 Points = 2.5 %
Team Member Negotiation Plan Draft	30 Points = 3 %
Collective Bargaining Simulation	100 Points = 10%
Peer Evaluations	5 Points = .5%
Exams (3 @ 200 points each)	600 Points = 60%
<b>Total Points &amp; Weight:</b>	<b>1000 Points = 100%</b>

**Communications note (CLO 17):** It is vital for business success to be able to communicate courteously and professionally, as saying the wrong thing to the wrong person could ruin one's career, thus we have CLO #17. I reserve the right to reduce the grade of a student who communicates in a grossly unprofessional manner (email, classroom, Canvas, etc.) with respect to another student or myself. We can disagree with each another, however we must learn to do so respectfully in order to maintain employment and be successful in business today. ***Disrespectful communication in class & team interactions, course messaging, email, or communications***

*using other communication modes & platforms can result in a lower grade, and if severe enough, will be reported to the university for action consistent with university policy (see below section: university policies).*

**Grading Scale and Adjustments:** Note the C, D, and F ranges

895-1000 = A - Excellent

795-895 = B - Good

715-795 = C – Acceptable

645-715 = D – Needs Improvement

645 or less = F – Unacceptable

**Posting of Grades**

- Generally, assignment feedback and grades will be available in Canvas under the “Grades” tab, allowing you to monitor your progress during the semester.
- I endeavor to give you feedback within a week of due dates, though in exam weeks this may vary somewhat.
- Grades may also be adjusted at the end of the semester based on class results. This means that an average may qualify for a higher letter grade than the scale normally provides for, to facilitate an appropriate grade distribution.

**Copyright Notice.**

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas’ Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

**COURSE OUTLINE AND CALENDAR**

**Important University Dates:**

August 26, Classes begin

August 28, Add/Drop/Late Registration ends, 16-week and 1st 8-week classes

**September 2, Labor Day, CAMPUS CLOSED**

September 3, Last day to drop 1st 8-week classes with no record

September 11, Last day to drop 16-week classes with no record

October 4, Last day to drop a 1st 8-week class with a Q or withdraw with a W

October 4, Deadline to submit graduation

October 18, Last day to withdraw from the University (1st 8-week classes WF)

October 21, Add/Drop/Late Registration begins, 2nd 8-week classes

October 23, Add/Drop/Late Registration ends, 2nd 8-week classes

October 28, Last day to drop 2nd 8-week classes with no record

November 8, Last day to drop with a Q or withdraw with a W (16-week classes)

**November 11, Veteran’s Day (Observed), No Class**

**November 28-29, Thanksgiving**

November 29, Last day to drop a 2nd 8-week class with a Q or withdraw with a W

December 13, Last day to withdraw from the University (16-week and 2nd 8-week classes)

December 13, Last day to file for Degree Conferral (Registrar’s Office)

December 13, Commencement

December 23 - January 1, WINTER BREAK University is closed

### Tentative Course Schedule (Available on the next page)

The following **course schedule** is provided to assist you in keeping up to date in your studies and in completion of your assignments. These dates are also reflected in the Canvas Course Calendar. **Note** that changes to this schedule and to assignments could occur during the semester. I will let you know as far in advance as possible about any changes.

**Class Week:** Except for Module 1, our class week begins on Tuesdays.

All Assignments are due as stated below. Pay attention, as there are multiple things due many Modules. All times are Central Standard Time

MGMT 4306.130 Tentative Course Schedule*			
Module	Dates	Learning Topics	Assignments & Due Dates (23:59 CST)
1	Aug. 26 – Sept. 9	Read Syllabus, Read and Listen to Ch 1 Contemporary Labor Relations Read and Listen to Ch 2 Labor Unions: Good or Bad Read and Listen to Ch 3 Historical Development	Chapters 1-3 Connect HW & Quiz <i>due Friday Sept. 6 by 23:59, CST (CLO 1-3)</i> Discussion 1 (Introductions) <i>due by Saturday, Sept. 7, 23:59 (CLO 17)</i> Journal Entry #1 (Chapters 1-3) <i>due by Sunday, Sept. 8, 23:59, CST (CLO 1-3, 17)</i> <b>Project: Post team membership preferences if any by Sunday, Sept. 8, 23:59, CST (CLO 17)</b> <b>Syllabus Quiz due Monday Sept. 9, by 23:59, CST (CLO 17)</b>
2	Sept. 10 – 23	Read and Listen to Ch. 4 Labor Law Read and Listen to Ch. 5 Labor and Management: Strategies, Structures, and Constraints <b>Project:</b> Work on your Team Contract (CLO 10, 17)	<u>Team - group assignments posted by Monday Sept. 16</u> Chapters 4-5 Connect HW & Quiz <i>due Friday Sept. 20 by 23:59 (CLO 4-5)</i> Discussion 2 <i>due by Saturday, Sept. 21, 23:59 (CLO 1-5, 17)</i> Journal Entry #2 (Chapter 4-5) <i>due by Sunday, Sept. 22, 23:59 (CLO 4-5, 17)</i> <b>Project: Develop Team Contract (due in two weeks)</b>
3	Sept. 24 – Oct. 7	<b>Exam 1:</b> Covers Chapters 1-5 Read and Listen to Ch. 6 Union Organizing Read and Listen to Ch. 7 Bargaining <b>Project:</b> Work on your Team Contract (CLO 10, 17)	<b>Exam 1 window opens</b> at 12:01 AM (00:01) on Tuesday, Sept. 24 and will close on Wednesday, Sept. 25 at midnight (23:59, CST) (CLO 1-5, 17) Chapters 6-7 Connect HW & Quiz <i>due Friday Oct. 4 by 23:59 (CLO 6-7)</i> Discussion 3 <i>due by Saturday, Oct. 5, 23:59 (CLO 6-7, 17)</i> Journal Entry #3 (Chapter 6-7) <i>due by Sunday, Oct. 6, 23:59 (CLO 6-7, 17)</i> <b>Project: Team contract due by Monday Oct. 7, 23:59 (CLO 17)</b>
4	Oct. 8 – 21	Read and Listen to Ch. 8 Impasses, Strikes, and Dispute Resolution Read and Listen to Ch. 9 Contract Clauses and Their Administration <b>Project:</b> Work on your individual Negotiation Plan	Chapters 8-9 Connect HW & Quiz <i>due Friday Oct. 18 by 23:59 (CLO 8-9)</i> Discussion 4 <i>due by Saturday, Oct. 19, 23:59 (CLO 8-9, 17)</i> Journal Entry #4 (Chapter 8-9) <i>due by Sunday, Oct. 20, 23:59 (CLO 8-9, 17)</i> <b>Project: Simulation Website Quiz due by Sunday, Oct. 20 23:59 (CLO 10-11)</b>

		draft (CLO 10, 17)	<b>Project:</b> <u>Each Team Member submits a draft Negotiation Plan</u> <i>due by Monday, Oct. 21 23:59 (CLO 10, 17)</i>
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MGMT 4306.130 Tentative Course Schedule*			
Module	Dates	Learning Topics	Assignments & Due Dates (23:59 CST)
5	Oct. 22 – Nov. 4	<p><b>Exam 2:</b> Covers Chapters 6-9 Read and Listen to Ch. 10 Flexibility, Empowerment, and Partnership Read and Listen to Ch. 11 Globalization</p> <p><b>Project:</b> Teamwork – review my feedback to draft &amp; revise Team Negotiation Plan (CLO 10, 17)</p>	<p><b>Exam 2 window opens</b> at 12:01 AM (00:01) on Tuesday, Oct. 22 and will close on Wednesday, Oct. 23 at midnight (23:59, CST) (CLO 6-9, 17)</p> <p>Chapters 10-11 Connect HW &amp; Quiz <i>due Friday Nov. 1 by 23:59 (CLO 13, 14)</i></p> <p>Discussion 5 <i>due by Saturday, Nov. 2, 23:59 (CLO 1-9, 17)</i></p> <p><b>Project:</b> <u>Team Negotiation Plan</u> is <i>due by Monday, Nov. 4 by 23:59 (CLO 10, 17)</i></p>
6	Nov. 5 – Nov. 18	<p>Read and Listen to Ch. 12 Comparative Labor Relations Read and Listen to Ch. 13 What Should Labor Relations Do?</p> <p><b>Project:</b> Collective Bargaining Simulation - begin negotiations with the other team: Round 1 (CLO 11, 17)</p>	<p>Chapters 12-13 Connect HW &amp; Quiz <i>due Friday Nov. 15 by 23:59 (CLO 15-16)</i></p> <p>Discussion 6 <i>due by Saturday, Nov. 16, 23:59 (CLO 1-9, 17)</i></p> <p>Journal Entry #5 (Chapter 10-13) <i>due by Sunday, Nov. 17, 23:59 (CLO 13-14, 17)</i></p> <p><b>Project:</b> <u>Round 1 negotiation AAR</u> <i>due by Monday, Nov. 18, 23:59 (CLO 11, 17)</i></p>
7	Nov. 19 – Dec. 2	<p><b>Project:</b> Collective Bargaining Simulation - begin negotiations with the other team: Round 2 (CLO 11, 17)</p>	<p><b>Exam 3 window opens</b> at 12:01 AM (00:01) on Tuesday, Nov. 19 and will close on Wednesday, Nov. 20 at midnight (23:59, CST) (CLO 13-16, 17)</p> <p>Discussion 6 <i>due by Saturday, Nov. 30, 23:59 (CLO 1-9, 17)</i></p> <p><b>Project:</b> <u>Collective Bargaining Simulation negotiations end punctually</u>, on <i>Sunday, Dec. 1 at 23:59.</i></p> <p><b>Project:</b> <u>Round 2 negotiation AAR</u> <i>due by Monday, Dec. 2, 23:59 (CLO 11, 17)</i></p>
8	Dec. 3 – 13	<p><b>Project</b> Work on your Collective Bargaining Simulation Paper (<u>see paper assignment for what must be included in your paper</u>) and complete the Peer Evaluation (The Peer Evaluation link will be posted this week): <i>If you and your opposing team have not reached an agreement as to ALL terms you negotiated, you are deemed to have gone on Strike at 23:59, Sunday Dec. 1.</i> (CLO 12, 17)</p> <p><b>Exam 3:</b> Covers Chapters 10 - 13</p>	<p>Discussion 7 <i>due by Saturday, Dec. 7, 23:59 (CLO 1-9, 17)</i></p> <p><b>Project:</b> <u>Team Collective Bargaining Papers and Peer Evaluations</u> are <i>due Monday, Dec. 9 by 23:59 (CLO 12, 17)</i></p>
Post-Course	nl Dec. 18	<i>Have you registered for Spring Semester 2020 classes?</i>	

\* Changes to this schedule and to assignments could occur during the semester. I will let you know as far in advance as possible about any changes.

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## UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

### **Drop Policy.**

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop\_Request\_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

### **Academic Integrity.**

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\_id=0].

### **Academic Accommodations.**

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](#) Canvas page (log-in required)



[<https://tamuct.instructure.com/courses/717>]

### **Important information for Pregnant and/or Parenting Students.**

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [<https://www.tamuct.edu/student-affairs/index.html>]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

### **Tutoring.**

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. Tutor.com tutoring **will not** offer writing support beginning August 1, 2019.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at [deeadra.albertgreen@tamuct.edu](mailto:deeadra.albertgreen@tamuct.edu).

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive FREE online tutoring support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

### **University Writing Center.**

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing,

our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WCOonline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC and/or need any assistance with scheduling.

### **University Library.**

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

### **A Note about Sexual Violence at A&M-Central Texas**

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will

support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

### **Behavioral Intervention**

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, who are exhibiting behaviors that pose a threat to safety, or individuals causing a significant disruption to our community, please make a referral to the Behavioral Intervention Team. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

Appendix A is on the next page.

<b>APPENDIX A: Discussion Grade Rubric</b>				
Post	Unacceptable	Needs Improvement	Acceptable	Excellent
Original post (50%)	No posting was made	Though it is a “paragraph,” the sentences are short and choppy and/or the writing is simplistic and/or repeats most of the phrasing from the topic/question addressed. There may also be significant grammatical issues.	Student exhibited some thought and reflection, but could have done more. The post also may have one or two noticeable grammatical errors.	Student exhibits exceptional thought and reflection, likely causing the reader to reflect deeper on the subject or truly appreciate having read it. The post is a substantive, solid paragraph in length (4-5 solid sentences) and is free of noticeable grammatical errors.
Response (50%)	No posting was made	Student met the bare minimum requirements (2 or 3 short sentences) and the writing does not advance the conversation or is mostly “I agree.” There may also be significant grammatical issues.	There was some connection to the original post, but it was not deep. Some of the writing may be superficial and some repetition is seen. The response also may have one or two noticeable grammatical errors.	Student thoughtfully reflected on the students post. There was more than mere agreement/repetition and the discussion was further advanced. Also, the response is free of noticeable grammatical errors.

*Appendix B on next page*

**APPENDIX B: Team Contract & Grade Rubric (25 points)**

**Purpose:** In this class, *group work* is for the purpose of facilitating completion of the Team Critical Analysis Project, in which you will work as a team to research and resolve an Employment Law issue that a particular company faces. The *team contract* is designed to formalize team members' expectations in regard to team work. Such formalization is similar to the business world, which relies on contracts to enforce agreed upon behaviors. An additional purpose of the team contract is to promote and enforce academic integrity among all group members. *Development of the contract facilitates the achievement of CLO 9/WLO 3.*

**Due Date:** *See Course Calendar for due date.*

**Format:** Use the contract form below and add to it in order to customize it to the needs outlined below.

**Parameters:** What follows are the steps you need to take in order to create a team contract. Each team should structure the team contract to ensure each team member's *timely* commitment and contribution to the *team* (**Note:** If a team member does not behave as agreed in the team contract, this can result a grade of "F" for the non-conforming team member based on: the assignment requirements, the team contract, and the peer evaluation results. *I will periodically check in with the team and see how well the contract is being fulfilled).*

*First*, all group members will supply the team with their *detailed contact information*. A phone number and a reliable email address are mandatory information. Other contact information may also be shared - your group can decide if you want to use other forms of social media for communication, such as Facebook or Twitter, for example (for all graded team assignments, documentation of member participation/contribution is necessary, so choose a communication method that makes it easy to post documentation into your Canvas group area.

*Second*, the team contract should specify the *internal due dates* for member submission of draft deliverables. **Note:** Team project due dates listed in the Course Schedule & Canvas Calendar are *firm deadlines*. Realistically, to help team members avoid procrastination, the team should establish earlier due dates for individual team member drafts as well as for completion of the final version of the project. The team needs time to review, revise, and edit member draft contribution for the final version of the written team critical analysis prior to the due date stated in the syllabus.

*Third*, the team contract should *fairly allocate the work to be done* – *specifically identifying who is responsible for each part of the team work to be done* (**Note:** Team work product deliverables for the team paper are outlined in the “Team Critical Analysis Paper” assignment details in **Appendix C** of this Syllabus).

*Fourth*, the team contract should *identify the team member(s) in charge of submitting the team paper*.

*Fifth*, *the team contract must state three potential team choices for:* The topic (must be a current unresolved employment law issue); and for the company (must be a company that is facing the current issue you choose). I will try to honor your choice based on a first come, first serve basis. *Put the team's three choices at the top of the contract.*

*Finally*, each team member electronically sign the team contract by typing both name and date where indicated on the contract form (see next page of this syllabus for Team Contract Form)

**Grading Rubric:** Teams will negotiate until 100% of the required contract elements stated above, are agreed upon. In the Canvas classroom, teams will have a group area to negotiate, post files, *document group member interaction* (messaging records, chat-records or recording of meetings, or other means), etc.. Each member will submit a signed written team contract to me, for grading (**Note:** Little or no participation in team contract negotiations will lower your team contract grade). *See Course Schedule & Canvas Calendar for due date.*

**Behavior and Expectations** (Teams: List detailed expectations in the form below)

**TEAM CONTRACT FORM**

**Team Member Names:** \_\_\_\_\_

As a group member, I \_\_\_ agree with the following listed expectations to ensure smooth group coordination and generate excellent group work.

- Every team member needs to participate and communicate.
- Each member should help other team members if they are struggling with something.
- Team members have the right by consensus to approach the professor about a team member who is not abiding by the team contract.

I assume the responsibility for doing my task in the project and fulfilling the responsibilities assigned to me (see Work Table below).

If my individual work is not submitted, late, or of poor quality, I accept that the team will penalize me in the peer evaluation and cause me to earn a lower grade than the team grade.

***Electronic Signatures and Date*** \_\_\_\_\_

Preferred Team member name	Phone	Email	Preferred time for group coordination	Preferred media for communication

Work Table: Teams should discuss internal deadlines for graded work, and who is responsible for each aspect of ‘team’ work (Team Contract and Draft responsibilities are set – do not change)

Work Table			
Tasks	Class Due Date	Internal Due Date	Team Member Responsible
Team Contract			All: Negotiate details & Sign
Draft			All: Each member submits a draft
Team Paper			(put detail here: <b>Who</b> will do <b>what</b> : Each member must contribute to the revise/edit process for completing the team paper)
Peer Evaluation		NA	Each member completes, individually

***Appendix C on next page***

Appendix C: Team Member Negotiation Plan Draft (30 points)		
Team Member Name		Date:
Negotiation Plan Draft Proposals		
Item	Proposal	Cost
Wages		
Health Insurance		
Retirement		
Other Benefits		
Vacations and Holidays		
Other		
Other		
Other		
Attach additional sheets as needed with proposed language changes.		
Proposed Contract Duration: ____ years		<b>ESTIMATED ANNUAL COSTS</b> (add or delete years as needed) Year 1: Year 2: Year 3:  <b>TOTAL LIFE OF CONTRACT COST: \$</b>

**Negotiation Strategy**- In at least a paragraph but no more than 1 page, please describe your planned strategy during the upcoming collective bargaining session:

**End of syllabus...**