

MGMT 4306.110 CRN 80374 Employer and Labor Relations

Fall 2022, fully online, August 22 – December 9, 2022

Texas A&M University, Central Texas

COURSE DATES, MODALITY, AND LOCATION

- This is a 16-week (not including Spring Break), 100% online course, starting August 22, 2022 and ending December 9, 2022. It is available through the A&M Central Texas Canvas Learning Management System (<https://tamuct.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:
 - Below in the “**TECHNOLOGY REQUIREMENTS AND SUPPORT**” section of this syllabus.
 - In the Canvas tutorials, located under the “Canvas Help” tab in the online Canvas classroom.
 - In several short topics under the **Modules** tab on the left-hand menu in the Canvas classroom (then click **Start Here** and the **Canvas LMS Orientation** modules).
- To assure *proper access* to Canvas:
 - To check browser specifications: <https://community.canvaslms.com/docs/DOC-10720-67952720329>
 - To check computer specifications: <https://community.canvaslms.com/docs/DOC-10721-67952720328>
 - **Note:** *Technology issues are not an excuse for missing a course requirement or deadline – make sure your computer and browser are configured correctly and address issues well in advance of deadlines.*

INSTRUCTOR AND CONTACT INFORMATION

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

Office: Virtual - Online

Phone: (Cell) 480-612-5506 or if you cannot reach me (Tamuct Office Admin) 254-501-5933 or 254-519-5437

Email: 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.

Student-instructor interaction: I will be available for virtual meetings via any number of apps (for example 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 hours - 48 hours if I am in-flight enroute to another location. 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.*

Emergency Warning System for Texas A&M University-Central Texas SAFEZONE. SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the [SafeZone](http://www.safezoneapp.com) website [www.safezoneapp.com].

To register SafeZone on your phone, please follow these 3 easy steps:

1. Download the SafeZone App from your phone store using the link below:
 - [iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [https://apps.apple.com/app/safezone/id533054756]
 - [Android Phone / Tablet](https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp): [https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp]
2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
3. Complete your profile and accept the terms of service

For updates on COVID information, please monitor the University [website](https://www.tamuct.edu/covid19/) [https://www.tamuct.edu/covid19/]

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements:

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com] OR access Canvas through the TAMUCT Online link in myCT [https://tamuct.onecampus.com/]. You will log in through our Microsoft portal

- ✓ Username: Your MyCT username
- ✓ Password: Your MyCT password

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students.

- ✓ This course requires proctored testing. **The technology requirements are:** Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). *Proctorio also requires the Chrome web browser with their custom plug in.*

Technology Support:

1. For A&M Central Texas log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: 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,

- Inside of Canvas use the “Help” tab on the left menu.
- Select “chat with Canvas support,” or
- Submit a support request to “Report a Problem” or
- Call the Canvas support line: 1-844-757-0953

3. For issues with McGraw-Connect

- CALL: (800) 331-5094
- EMAIL & CHAT: 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, using Canvas messaging.

COURSE INFORMATION

Course Overview and description:

The study of collective bargaining, labor market fundamentals, unionism, and related issues of labor economics.

Course Outcomes (CLOs)

At the conclusion of the course these are the skills a student should be able take away from the course:

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)
5. Describe the traditional union strategies and their alternatives as well as the organizational structure of unions. (MLO 15-17)
6. Explain how unions organize and tactics used by employers to weaken support for unionizing. (MLO 18-21)
7. Describe the bargaining process. (MLO 22-24)
8. Describe the different types of strikes, impasses, and forms of dispute resolution and how the strengths and weaknesses of each. (MLO 25, 26)
9. Explain how union contracts work, identify important provisions, and describe how grievances are resolved. (MLO 27)
10. Gain hands on experience developing a 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)
14. Describe the labor relations challenges for managers in multinational companies and strategies for representing workers in a global economy. (MLO 1, 32-36)
15. Compare and contrast labor relations in a variety of countries. (MLO 35)
16. Discuss alternative directions for corporate behaviors and labor relations public policies in the 21st century. (MLO 1, 36-37)
17. Demonstrate and maintain professionalism in communications. (all class interaction within Canvas, or outside). (MLO 1-37)

Module Learning Objectives (MLOs):

These are the objectives the student will practice in order to learn the skills (CLOs) a student ultimately learns in this course:

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.

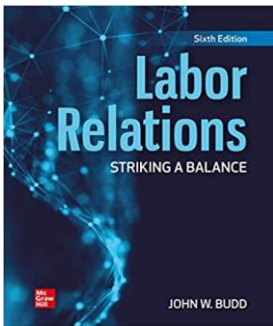
7. Describe the major events in U.S. labor history including the Great Uprising of 1877.
8. Identify how employers tried to stay union-free in the early 1900s.
9. Discuss how workers have tried to form unions throughout U.S. history and the influences on their successes and failures.
10. Summarize the major provisions of the Wagner Act, Taft-Hartley Act, and Landrum-Griffin Act.
11. Summarize the role of the National Labor Relations Board and similar agencies.
12. Compare the similarities and differences between private and public-sector labor law.
13. Identify the current criticisms of U.S. labor law and possible directions for reform.
14. Describe the following traditional union strategies: business unionism, job control unionism, and the servicing model.
15. Describe the following alternative union strategies: social unionism, employee empowerment unionism, and the employment model.
16. Summarize the organizational structure of unions and the labor movement in the United States.
17. Discuss the range of possible management strategies toward labor unions and how they relate to human resource strategies and business strategies.
18. Describe how new unions are formed through the organizing process.
19. Describe the union election process.
20. Discuss how employers and unions try to weaken or strengthen union support in the workplace.
21. Identify the various steps and stages of the bargaining process.
22. Discuss the pressures for changing from traditional to integrative bargaining and why this is difficult.
23. Identify and explain the different options for resolving bargaining disputes and impacts.
24. Identify the different types of strikes and lockouts and how they are used.
25. Compare and contrast mediation, arbitration, and fact-finding.
26. Understand the nature of U.S. union contracts and be able to explain important contractual provisions.
27. Discuss the process for how grievances are resolved.
28. Discuss the pressures for increased flexibility, empowerment, and labor-management partnerships.
29. 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.
30. Summarize the debates about nonunion employee representation.
31. Discuss the key elements of globalization and how they affect the employment relationship and labor relations.
32. Explain various strategies for representing workers in a global economy.
33. Describe the labor relations challenges for managers in multinational companies.
34. Summarize 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.
35. Summarize various options in labor relations systems for reacting to the pressures of globalization, decentralization, and flexibility while trying to balance efficiency, equity and voice.

36. Discuss alternative directions for corporate behaviors and labor relations policies in the 21st century.
37. Summarize the strategic management and leadership issues pertaining to labor relations for managers and union leaders in the 21st century.

Objectives Disclaimer: The above learning objectives represent the main focus areas in this course, however assignment or exam questions require more specific and detailed answers within these main focus areas. Class discussions, assignments, the text and all supplementary materials in the module chapter lessons, for example audio lectures and articles, are fair game for assignments and exams and are beneficial for both general knowledge and exam success because they help you learn the complex concepts and practice the specific skills within each focus area.

Required Reading and Textbook(s):

1. Text



Labor Relations: Striking a Balance, 6th Ed., (2020), John W. Budd, New York, NY: McGraw-Hill Education, ISBN – 9781264352135.

This is a loose-leaf version of the text with Connect access to complete online assignments that is being carried by our bookstore.

To access Connect assignments:

Step 1: Sign into Canvas account

Step 2: From Courses, click on course name.

Step 3: On Canvas course home page, locate and click on Assignments (via course navigation menu).

Step 4: Click on the Connect assignment.

Step 5: Click on Begin.

Step 6: Do you already have a Connect account?

- If so, enter your email address and password and click Sign In.
- If you need to create a Connect account, click Register.

Step 7: Enter email address then click Submit.

Step 8: You have three registration options.

- REGISTRATION CODE: Enter Connect registration code and click Submit.
- PURCHASE ONLINE: Click on Buy Online to use a credit card or PayPal.

Step 9: If you do not have a Connect account, you will be prompted to create an account.

- It is recommended to use your school/institution email address when creating an account.

There is at least a one-week free trial available if your book is late in arriving to get you started.

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: <<https://www.mheducation.com/highered/product/labor-relations-striking-balance-budd/M9781259412387.html>>

2. Instructional Materials:

Reference Guide for Professional Writing (recommended)

American Psychological Association. (2019). Publication manual of American Psychological Association (7th ed.). Washington, D.C. (ISBN-13: 978-1433832161)

- 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](#).
- For a discussion of why owning a manual is helpful, [click here \(https://apastyle.apa.org/products/publication-manual-7th-edition\)](https://apastyle.apa.org/products/publication-manual-7th-edition)
- For an explanation of the main differences between the 6th edition and the 7th edition, [click here \(https://www.scribbr.com/apa-style/apa-seventh-edition-changes/\)](https://www.scribbr.com/apa-style/apa-seventh-edition-changes/).

Equipment

A properly configured computer (as described above in the “Technology Requirements” section). Speakers or a headset (to listen to audio/video files). Reliable Internet access, MS Word, Excel, and PowerPoint, Adobe Acrobat Reader. For exam proctoring: Web camera, speaker, and microphone (or headset). Chrome web browser with the Proctorio custom plug in.

Instructional Software

I use normal **power point slides** and **audio Canvas presentations** of my chapter lectures, which are posted in Canvas in the relevant module. As well, I use Excel files, **YouTube videos** and **website articles** for instructional purposes. You will also need to access the collective bargaining game, which is discussed at the end of your textbook (<http://jbudd.csom.umn.edu/ZINNIA19ND/zinnia.html>).

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 Requirements:

- ✓ **Always cite the source(s) of the information you use in your assignments and discussions. APA-citation style** is encouraged. When you cite the sources of your information in assignment submissions using APA style, please use the **7th edition** of the APA manual.
 - If you are unacquainted with APA citation style, you may purchase the reference guide listed in the Textbook(s)' section of the syllabus (see "2. Instructional Materials"). This guide is helpful for writing and citation.
- ✓ **All assignments must be submitted in a .doc or .docx format.**
- ✓ **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.

Late work penalties:

1. Syllabus Quiz – Late submissions allowed though the end of Module 2.
2. McGraw Connect Homework & Quizzes – Late Quizzes are accepted. The late penalty is 15% per day. NOTE: A certain number of low-grade or not completed quizzes and HW will be dropped at the end of the term. *This allows you to skip some and reduces the impact of low scores.*
3. Journals - No late submissions are accepted.
4. Discussions - Late Discussions are accepted up to three days after the due date but will lose 10% per day late.
5. Collective Bargaining project assignments: No Late submissions are accepted.
6. 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.
7. Extra Credit: Late submissions are not accepted for credit.

Overview – Graded Course Activities: Details are posted in the Canvas classroom.

Proctorio Extension Installation (1 point) - Please read the Proctorio Getting Started topic (a pdf file) posted in the Canvas Orientation Module in the online classroom. It contains information you need for installing Proctorio).

- **Then post a screen shot** (or save in WORD) and attach in your assignment folder showing that you've successfully installed the extension in your Chrome browser.
- **The assignment must be completed in order for you to be able to successfully access and sit for the exams.**

Grading: You earn 1 point, if submitted on time. Submission of this assignment is required in order to take the exams. *See Course Calendar for due date.*

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). *This assignment assesses CLO 17.*

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

McGraw Connect Homework & Quizzes (130 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 (5 pts. each) and Quizzes (10 pts. each) cover 13 chapters, but **the worst HWs and the worst quizzes will be dropped** (so that you don't need to panic if you did not do well or missed some items), leaving a total of 130 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. **You see your score immediately after submission, however the detailed feedback is available only once the Connect Quiz due date has passed.** *Connect HW & Quizzes are due Sundays by 23:59 CT. See Course Calendar for due dates.*

Chapter Concept Pop Quizzes (Extra Credit) You will occasionally see pop quizzes about important chapter concepts. This will motivate you to check into the classroom on a regular basis and give you an opportunity to earn a few points *during the semester* and to identify where you need to review chapter concepts that are unclear to you.

Grading: In order to earn extra credit for the chapter concept pop quizzes, you must complete the pop quizzes on time. No late quizzes are accepted for extra credit points, *however you should take them anyway in order to understand what concepts need more of your attention.*

Discussions (70 points – 7 @ 10 points each) – During each two-week module work period, you will have the opportunity to get to know one another and share thoughts concerning various employee and labor relations concepts, events, and issues.

✓ You may access Discussions by clicking on 'Modules' in Canvas, and then on the relevant module to see the discussion link. **The link for each discussion will open for the module that it is due.** *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** (2.5 points) **and**, in a separate post **(2) reply** substantively to another student's post. Administrative posts like "I agree" do not earn points (2.5 points). A **Grade Rubric** can be found in **Appendix A** at the end of this Syllabus. *Discussions will be due Sundays by 23:59 CT. See Course Calendar for due dates.*

✓ **Towards the end of the course, extra credit discussions will be available for you to participate in if you feel your grade would benefit.**

Journal Postings (50 Points - 5 @ 10 points each) – Every few chapters, you will reflect on what you have learned during the last couple of chapters and what you found troubling or confusing.

- ✓ 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 respond to Journal posts prior to exams and my feedback is intended to help you prepare for exams. I will answer your questions and muddy point by replying directly to your journal entry. There are no format requirements for requirement **(2)**, except that it should appear in a separate paragraph from requirement **(1)**. *You will lose 2 points if you do not state whether or not you have questions or muddy points.* Each of your Journal entries should only consider material covered during that two-week period (*4 points will be taken off if you stray from the chapter topics covered during that period*). *Journals will be due Mondays by 23:59 CT. See Course Calendar for specific due dates.*

Collective Bargaining Project (145 Points, detailed below in each assignment) - Students will participate in the collective bargaining simulation known as “The Zinnia and Service Workers Local H-56.” In this simulation, students will represent either the Zinnia or Service Workers Local H-56 as they engage in collective bargaining. *This project fulfills CLOs 10-12, and 17).*

- ✓ A **brief introduction** to the collective bargaining project can be found in **Appendix D of your textbook** and even more information can be found at <http://jbudd.csom.umn.edu/ZINNIA19ND/zinnia.html>
- ✓ **Overview of Project Activities:** Please read **Appendix B, C, and D of this syllabus** to understand each project activity and how each activity is graded.
- ✓ During Module 1, you will have a chance to **discuss the project with your peers in a discussion format.** *You earn points for Discussion 1B - Project Overview Discussion.*

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. *This assignment assesses CLO 1-9 13-17.*

- 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, you will not have time to look up the answers. Follow exam instructions closely and watch the clock as your answers will ‘auto-submit’ once time has expired. 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!

Grading Criteria Rubric and Conversion to Letter Grade

Graded Coursework	Points/Percentage Weight
Syllabus Quiz	5 Points = .5 %
McGraw Connect Assignments (13 HW / 13 quizzes)	130 Points = 13%
Discussions (7 @ 70 points each)	70 points = 7%
Journals (5 @ 10 points each)	50 Points = 5%
Collective Bargaining Project	145 Points = 14.5%
Exams (3 @ 200 points each)	600 Points = 60%
Total Points & Weight:	1000 Points = 100%

Class Communications Policy (CLO 17): Online communication is a very critical component of any online environment, and in this course, you are expected to conduct yourself in a respectful manner. Be sure to abide by the following guidelines when participating in the various methods of communication with instructors and classmates:

1. Think your response through before responding. Before you submit your comments, proofread your comments to prevent any misunderstandings from occurring.
2. Do not capitalize everything. Capital letters may be used for the occasional EMPHASIS, but avoid typing completely in capital letters because people assume you are shouting.
3. Keep conversations clean from foul language. The online course is an environment for positive feedback and productive dialogue. Profanity will not be tolerated.
4. Use correct spelling and proper grammar. Keep your responses on topic and concise. Do not write long responses, for it will not likely be read or take up too much of another person's time.
5. Do not ramble. You are not the only person behind a keyboard. Be mindful of others' feelings and treat them with the same respect that everyone deserves.
6. Communicate respectfully, thoughtfully considering whether what you say or write might come across negatively to others. Assertive, constructive communication is not negative or aggressive!

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 with respect to another student or myself (email, classroom activities, Canvas messaging, etc.) 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. Thus:

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.

In this course, you are also expected to abide by the University's student code of conduct and the policies on classroom.

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].

GRADING POLICY

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 grade may qualify for a higher letter grade than the scale normally provides for, to facilitate an appropriate grade distribution.

COURSE OUTLINE AND CALENDAR

Important University Dates < <https://www.tamuct.edu/registrar/academic-calendar.html> >

The **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. All Assignments are due as stated below. Pay attention, as there are multiple things due in each Modules. All times are Central Time. *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: Our class week begins on Tuesdays, except for Module 1 (the first week)

Module Length: Each Module is two weeks, except for Module 8 (the last week)

Tentative Course Schedule (Available on the next page)

MGMT 4306.110 Tentative Course Schedule*

Module	Dates	Learning Topics	Assignments & Due Dates (23:59 CT)
1	Aug. 22 – Sept. 5	Read Syllabus Read Ch 1 Contemporary Labor Relations Read Ch 2 Labor Unions: Good or Bad Read & Listen to Module 1 Ch. 1&2 Lesson materials	Chapters 1-2 Connect HW & Quiz <i>due nlt Sunday Aug. 28 by 23:59, Central Time (CT), (CLO 1-2)</i> Journal Entry #1 (Chapters 1-2) <i>due nlt Monday Aug. 29, by 23:59, CT (CLO 1-2, 17)</i> Discussion 1A (Introductions) <i>due nlt Sunday Sept. 4 by 23:59 (CLO 17)</i> Discussion 1B (Project Overview) <i>due nlt Sunday Sept. 4 by 23:59 (CLO 17), MLO 7. 10-12)</i> Proctorio Extension Installation <i>due nlt Monday Sept. 4, by 23:59 (CLO 17)</i> Syllabus Quiz <i>due nlt Monday Sept. 4, by 23:59 (CLO 17)</i>
2	Sept. 6 – 19	Read Ch 3 Historical Development Read Ch. 4 Labor Law Read Ch. 5 Labor and Management: Strategies, Structures, and Constraints Read & Listen to Module 2 Ch. 3-5 Lesson materials	Chapters 3-5 Connect HW & Quiz <i>due nlt Sunday Sept. 11 by 23:59 CT (CLO 3-5)</i> Journal Entry #2 (Chapter 3-5) <i>due nlt Monday Sept. 12, by 23:59 (CLO 3-5, 17)</i> Discussion 2A&B <i>due nlt Sunday Sept. 18, 23:59 (CLO 1-5, 17)</i> Project: <u>Post Personal Project Time-Plan: Project Due Dates</u> nlt Monday Sept. 19, by 23:59 (CLO 17) Project: <u>Collective Bargaining Simulation-Website Quiz</u> due nlt Monday Sept. 19, by 23:59 (CLO 10,11)
3	Sept. 20 – Oct. 3	Exam 1: Covers Chapters 1-5 Read Ch. 6 Union Organizing Read Ch. 7 Bargaining Read & Listen to Module 3 Ch. 6&7 Lesson materials	Exam 1 window opens at 12:01 AM (00:01) on Tuesday Sept. 20 and will close on Wednesday Sept. 21 at midnight (23:59, CT) (CLO 1-5, 17) Chapters 6-7 Connect HW & Quiz <i>due nlt Sunday Sept. 25 by 23:59 (CLO 6-7)</i> Journal Entry #3 (Chapter 6-7) <i>due nlt Monday Sept. 26, by 23:59 (CLO 6-7, 17)</i> Discussion 3A&B <i>due nlt Sunday Oct. 2, by 23:59 (CLO 6-7, 17)</i> Project: <u>Post bargaining preferences</u> nlt Monday Oct. 3, by 23:59 (CLO 17))
4	Oct. 4 – 17	Read Ch. 8 Impasses, Strikes, and Dispute Resolution Read Ch. 9 Contract Clauses and Their Administration Read & Listen to Module 4 Ch. 8&9 Lesson materials	Chapters 8-9 Connect HW & Quiz <i>due nlt Sunday Oct. 9, by 23:59 (CLO 8-9)</i> Project: <u>Negotiation Plan for Round 1</u> due nlt Wednesday Oct. 12, by 23:59 (CLO 10,11, 17) Journal Entry #4 (Chapter 8-9) <i>due nlt Monday Oct. 10 by 23:59 (CLO 8-9, 17)</i> Discussion 4A&B <i>due nlt Sunday Oct. 16, by 23:59 (CLO 8-9, 17)</i> Project: <u>Post bargaining opponent-choice</u> due nlt Monday Oct. 18, by 23:59 (CLO 17)

Tentative Course Schedule (continued on the next page)

MGMT 4306.110 Tentative Course Schedule*

Module	Dates	Learning Topics	Assignments & Due Dates (23:59 CT)
5	Oct. 18 - 31	Exam 2: Covers Chapters 6-9 Read and Listen to Ch. 10 The Evolving Nature of Work Read and Listen to Ch. 11 Globalization	Exam 2 window opens at 12:01 AM (00:01) on Tuesday Oct. 18 and will close on Wednesday Oct. 19 at midnight (23:59, CT) (CLO 6-9, 17) Chapters 10-11 Connect HW & Quiz due nlt Sunday Oct. 23 by 23:59 (CLO 13, 14) Discussion 5A&B due nlt Sunday Oct. 30, by 23:59 (CLO 13-14, 17) Project: <u>Negotiation Round 1</u> (Wednesday Oct. 19 – Monday Oct. 31) Round 1 ends punctually Monday Oct. 31 at 23:59 (CLO 10, 17)
6	Nov, 1 - 14	Read and Listen to Ch. 12 Comparative Labor Relations Read and Listen to Ch. 13 What Should Labor Relations Do?	Chapters 12-13 Connect HW & Quiz due nlt Sunday Nov. 6 by 23:59 (CLO 15-16) Journal Entry #5 (Chapter 10-13) due nlt Monday Nov. 7 by 23:59 (CLO 13-17) Discussion 6A&B due nlt Sunday Nov. 13 by 23:59 (CLO 13-17) Project: <u>After Action Review (AAR1)</u> due nlt Monday Nov. 14, by 23:59 (CLO 11, 17)
7	Nov. 15 – 28	Exam 3: Covers Chapters 10 -13 Read posted Labor Relations articles	Exam 3 window opens at 12:01 AM (00:01) on Tuesday Nov. 15 and will close on Wednesday Nov. 16 at midnight (23:59, CT) (CLO 13-16, 17) Discussion 7A&B due nlt Sunday, Nov. 27 by 23:59 (CLO 13-17) Project: <u>Negotiation Round 2</u> (Wednesday Nov. 16 – Monday Nov. 28) Round 2 negotiations end punctually Monday, Nov. 28 at 23:59 CLO 10, 17)
8	Nov. 29 – Dec. 9	Read posted Labor Relations articles	EC Discussions due nlt Sunday, Dec. 4 by 23:59 (CLO 13-17) EC Survey: due nlt Friday, Dec. 9 by 23:59 (CLO 13- 17) Project: <u>After Action Review (AAR2)</u> due by Wednesday, Dec. 7, 23:59 (CLO 11, 17)
Post- Course	nlt Dec. 14	<i>Have you registered for Spring Semester 2023 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.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

COBA Learner Access and Success

This web site has been specially designed to provide “one stop shopping” for the University and College resources that College of Business Administration students are likely to need throughout the semester. This includes setting up an appointment with an advisor, tutoring, career and professional development, among other services and many helpful videos. **Check it out and bookmark it, it will be very useful:** [COBA Learner Access and Success](https://www.tamuct.edu/coba/coba-learners.html) (https://www.tamuct.edu/coba/coba-learners.html)

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 Warrior Center for Student Success, Equity 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](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

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. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. 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 referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpId=https://eis-prod.ec.tamuct.edu:443/samlSSO&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%2fStart%2f53b8369e-0502-4f36-be43-f02a4202f612].

Faculty 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. Once you submit the completed 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.

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant, experiencing pregnancy-related conditions, 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 [Student Affairs](https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.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 virtually and in-person. Student success coaching is available online upon request.

If you have a question, are interested in becoming a tutor, or in need of success coaching contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing WarriorCenter@tamuct.edu.

To schedule tutoring sessions and view tutor availability, please visit [Tutor Matching Services](https://tutormatchingservice.com/TAMUCT) [https://tutormatchingservice.com/TAMUCT] or visit the Tutoring Center in 111 Warrior Hall.

Chat live with a remote 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 online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Library & Archives

The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 400,000 eBooks and 82,000 journals, in addition to the 96,000 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 virtually through WebEx, Microsoft Teams or in-person at the library. [Schedule an appointment here](https://tamuct.libcal.com/appointments/?g=6956) [https://tamuct.libcal.com/appointments/?g=6956]. 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]

University Writing Center

University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

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 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 if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

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/compliance/titleix.html) [<https://www.tamuct.edu/compliance/titleix.html>].

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/bit) website for more information [<https://www.tamuct.edu/bit>]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5805.

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Appendix A is on the next page.

APPENDIX A: Discussion Grade Rubric				
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: Collective Bargaining Project (145 points)

Collective Bargaining Project (145 Points, detailed below in each assignment) - Students will participate in the collective bargaining simulation known as “The Zinnia and Service Workers Local H-56.” In this simulation, students will represent either the Zinnia or Service Workers Local H-56 as they engage in collective bargaining. *This project fulfills CLOs 10-12, and 17).*

- ✓ 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.
- ✓ **Assignment details & a Grade Rubrics** are described here in **Appendix B, C and D**. As well, the assignment and grade rubric are posted in the Canvas classroom (Click on “Modules” and then on the collective bargaining project module).

Purpose: To complete this project, you will research, plan, negotiate, re-plan, re-negotiate, and write a memo to your boss reflecting on your negotiation experience and explaining the result of your negotiations.

Project Activities

1. Project Overview Discussion (10 points) *This assignment assesses CLO 10 – 12, 17*

- ✓ This discussion focuses your attention on any questions you may have about the course project – a collective bargaining simulation with your peers.

Grading To benefit from the discussion and earn full points, you need to skim through the **Collective Bargaining Project Module**, to learn what the graded activities are; read the Collective Bargaining Project requirements in the **Syllabus - Appendix B and C**; read the information about the online simulation materials (this is in the back of your **textbook – appendix D**); and read the **Project Overview document** (in the Canvas classroom – click on the project module). You also need to **contribute two questions** and/or insights about the project reflecting that you have read one or more of the materials listed above, and then **reply substantively to two of your peers** who have asked a question. *See Course Calendar for due date.*

2. Personal Project Time-plan (10 points). *This assignment assesses CLO 10-12, 17.*

- ✓ You will design your personal timeline for completing each of the project activities. Your design should be consistent with your personal/work schedule so that you avoid conflicts with the project due dates set in the course calendar. **Each due date you set for yourself for each project activity should be earlier than the due dates stated in the Course Calendar** in order to ensure *timely* completion of the project activities

Grading: To earn full credit, you need to submit a fully developed personal time plan, consistent with the assignment requirements above. *Keep in mind that bargaining with a classmate requires you to be punctual. Your classmates have the right to request a different bargaining partner. See Course Calendar for due date.*

3. **Collective Bargaining Simulation-Website Quiz (15 points):** You will take a Simulation Quiz to assess your understanding of the simulation website:
<<http://jbudd.csom.umn.edu/ZINNIA19ND/zinnia.html>>This assignment assesses CLO 10-12.

Grading: You can do this assignment until 100% is achieved. *See Canvas Calendar for due date.*

4. **Bargaining preferences (2 points EC)** *This assignment assesses CLO 17.*

- ✓ You will need to decide whether you want to bargain from management's perspective or from labor's perspective. *Note: Bargaining for a perspective that you are actually against can help you understand the 'other side' and gain insight into the strengths and weaknesses of your own (real) perspective.*
- ✓ You will also need to find a classmate who is willing to be your bargaining opponent for the rounds 1 & 2 negotiations. I will open a discussion for this purpose.
- ✓ **Post your preferences in the Bargaining Preferences Discussion** and be sure to see which classmates you may be able to negotiate with. *Respond to your peers' posts.*

Grading: If you do not choose, the choice will be made for you by the instructor. *See Course Calendar for due date.*

5. **Negotiation plan for Round 1 (30 points)** *This assignment assesses CLO 10, 17.*

- **Discuss in approx. 1 page**, the *topics and \$ amount for each* that you wish to negotiate *and why* each item is important for those you represent (management or labor): Start with the current contract at the end of your textbook. Should topics be added given socio-economic changes and developments in society (workplace violence, working from home, etc.)?
 - To describe your strategy (no more than a page), include: A *bargaining agenda* which contains your goals and issues you want to negotiate; the bargaining range you'll use, specifically identifying the *threat points* (i.e., the minimum [maximum] acceptable contract changes that you would accept without a strike) and also what you *reasonably* hopes to settle for. Both economic and non-economic items should be included in the agenda. You should include all of the items (issues & goals) that you intend to negotiate. These bargaining agendas are not binding during negotiation rounds 1 and 2 - they should be used to facilitate preparation for each round.
 - Be sure to also include in your discussion: **Your Desired and your Max/Min walkaway point - for each item.**
- Be sure to also include in your discussion: Your *strategy* for Round 1 (what will your strategy be for bargaining: Distributive? Integrative? Etc. – See Ch. 6).
 - Will you have more of a distributive or adversarial strategy (negotiation approach); others will claim more of an integrative approach. When describing your strategy, please tell me how you plan to approach your negotiation. Do you

plan on starting with one issue? Do you plan on fighting hard for some issues, but plan on using the others as disposable bargaining chips?

- Then in a separate document (the **settlement form**) simply list each item you desire to negotiate and the \$ amount you desire *Do not include Min/Max walkaway point you discussed in your paragraph submission to me!*
 - The instructor will let you know when you can post the settlement form into your group area.
 - NOTE: You will engage in the same process for the Round 2 settlement form.
 - The settlement form you must complete can be found in **Appendix C** below, at the end of this Syllabus
- **Submit the Paragraph and the Settlement Form to the instructor** to fulfill the Negotiation Plan for Round 1 assignment requirements.

Grading: In order to receive full credit, you must *fully complete* the negotiation plan for round 1 (including the settlement form) and both must conform to the assignment requirements stated here and in in Appendix C. *See Course Calendar for due date.*

6. Bargaining opponent choice (5 points) *This assignment assesses CLO 17.*

- ✓ Before Round 1 begins, you will need to find a classmate who is willing to be your bargaining opponent for the rounds 1 & 2 negotiations. ***I will open a discussion for this purpose.***
- ✓ Be sure to read through the discussion post to see which classmates you can negotiate with – your opponent must represent the other side.
- ✓ Post your choice in the Bargaining Preferences Discussion and *respond to your peers' posts.*
- ✓ When Round 1 begins, *you need to verify the availability of the classmate you chose. If you cannot verify your bargaining partner's availability at the start of Round 1, contact me immediately.*

Grading: You need a bargaining partner to negotiate rounds 1 and 2. If you do not have a partner and do not contact me, you will forfeit the remaining project points. *See Course Calendar for due date.*

7. Negotiate Round 1 (15 points): You will set up a group space in Canvas in order to conduct negotiation with a classmate who chose the opposite side (see bargaining preference step 1. above). In the group area, you will be able to post files and document the interactions of your Bargaining in both Round1 and Round 2. *This assignment assesses CLO 10, 11, 17.*

- In the Canvas classroom, you will have a group area to negotiate with a classmate, post files, and document interactions. This assignment assesses CLO 10, 11, 17.
- Use the strategy you proposed in your Negotiation Plan-Round 1. Do NOT post your plan in the group area. Only post the settlement form listing the topics (and \$ amount for each) that you wish to negotiate.

Grading: To earn credit for Round 1, you must negotiate 100% of the items stated in your negotiation plan. *You do not have reach agreement on all items in your settlement form – you have another round (Round 2) to finish negotiating.*

- *Also, to earn credit* your negotiations with each other as well as the work/documents you created in preparation must be visible in your negotiation group space. **If you negotiate per video chat, etc. you must make a copy and post it in your group 'files'.**
- **Note:** Little or no participation in negotiations will lower your grade significantly.
- *See Course Calendar for due date.*

8. After Action Review #1 (AAR1) (15 points):

- Detail what went right with the strategy in your negotiation plan for round 1, and what went wrong - issue by issue, and goal by goal.
- Explain what needs to be changed for Round 2 and revise your negotiation plan strategy for Round 2 (use the settlement form in Appendix C of the Syllabus to list the topics and \$ amounts for each) *This assignment assesses CLO 10, 11, 17.*
- Post to me as an assignment.

Grading: For full credit, your submission must include a discussion of the changes that you recommend for your negotiation plan, *based on a clear description of both* what went right and what went wrong. Late posts are not accepted for credit. *See Course Calendar for due date.*

9. Negotiate Round 2 (15 points): Choose the same classmate as in Round 1. *If not possible, contact me.* Then **continue to negotiate** with the goal of agreement. If you cannot and reach an impasse, then after Round 2 you are on strike. *This assignment assesses CLO 10, 11, 17*

- In the Canvas classroom, you will use the same group area to negotiate with your classmate, post files, and document interactions.
- For Round 2, to negotiate **use the revised strategy** you proposed to me in your in AAR1 assignment.
- Do NOT post your revised strategy in your group area. Only post your revised settlement form (listing your revised list of negotiation amounts) ***after your instructor approves it.***

Grading: To earn credit for Round 2, you must *negotiate 100% of the items stated in your negotiation plan. After round 2 negotiation are over, so you must come to an agreement or you are on strike!*

- *Also, to earn credit* your negotiations with each other as well as the work/documents you created in preparation must be visible in your negotiation group space. **If you negotiate per video chat, etc. you must make a copy and post it in your group 'files'.**
- **Note:** Little or no participation in negotiations will lower your grade significantly.
- *See Course Calendar for due date.*

10. After Action Review #2 (AAR2) (30 points): Discuss what went right with your strategy, and

what went wrong, and whether you ended negotiation without coming to agreement (If so, you are officially “on strike”). *This assignment assesses CLO 12, 17. More specifically:*

- Discuss rounds 1 & 2 negotiation results: What went wrong and what went right with your original strategy *for each item*? For your revised strategy in Round 2 *for each item*?
- Describe the final agreement you achieved, item by item. ***If “on strike”, why you ended up on strike, item by item.***
 - *If you reached an agreement*, you need to tell your boss each term of employment (i.e. each issue & goal in your negotiation plan) that was discussed in Round 1 and in Round 2, what was originally proposed, what was finally settled on, and why or why not strategy adjustments you made after Round 1 helped you. You need to tell your boss why you advocated for what you did and why you settled for what you did (did the research support it? Did the numbers support it?). You should also say whether or not your choices are advantageous for you (not every agreed-upon term may be good for your side)
 - If you did not reach a settlement – you are on strike! Explain to your boss in detail why a settlement was not reached and explain how the negotiations process had gone, up until the point of impasse. You should list each item bargained, say what was originally proposed in your plan, what the negotiation rounds focused on, and whether that item could have been agreed on and what that agreement would have been. Was there just one term that you reached an impasse on or were there more?
 - Complete the Final Settlement Form (available in Appendix C below) - ***the numbers should demonstrate what you have discussed in AAR2.***
- What you achieved overall for those you represented (Management or Labor).
 - At the end of the memorandum, after you have explained how all of the terms were reached, explain to your boss whether or not you think the new collective bargaining agreement was advantageous to your side or not and why you agreed to what you did. Should the boss be happy about the agreement? Or will the boss just agree that while it is a bad deal, it is still better than a strike? Tell them how they should feel.
 - Discuss the interesting events or conversations that happened during your negotiations that you feel would be interesting to your boss.
- What you would do differently in Round 3 if your career life depended on it.
- *This assignment assesses CLO 12, 17*

Form: 2 pages, single-spaced (not counting the Reference page nor the Settlement form). Times New Roman Font size 12. APA formatted citations. Submit, with your discussion, *the Final Contract that was negotiated - attached as an appendix to your memorandum* (Use the ‘**Final Settlement Agreement**’ form).

Format: Submit in memorandum, written to your boss (either the Hotel Owner or the Higher Ups at the Labor Union). It should include a “To”, “From”, “Date”, and “Subject” at the top of the memorandum.

Grading: Your submission must include a full discussion of each of the above listed items and your submission must conform to the assignment requirements stated above. Post to your assignment folder. Late posts are not accepted. *See Course Calendar for due date.*

Rubric: AAR #2 is worth 25 points, distributed as follows

- Grammar – 5% - This includes using memo format and citing where appropriate as well as correctly using basic grammar conventions with regards to spelling and punctuation.
- Analysis of negotiation results – 30% - Your memorandum should adequately explain everything that your boss wants to know.
- Discussion of the final agreement details. 30%
- Explanation of what you achieved for those you represented (Mgt. or Labor). 10%
- What you would do differently in Round 3 if your career life depended on it. 5%
- Completion of the Final Settlement Form (numbers must be consistent with and support your analysis and discussion). 10%
- Final outcome – 10%. The outcome should be at least somewhat positive for your side. If the final settlement is terrible for your side, this will mean less than 10%. The better the settlement is for your side, the better your grade. *Appendix C on next page*

Appendix C: Negotiation Plan Round 1 & 2 – Settlement Forms

Negotiation Plan – Round 1

- **In at least a paragraph** but no more than 1 page – on a separate page - please describe your planned strategy for each of the agenda items below during the upcoming collective bargaining round. ***In your discussion, identify your: Desired and your Max/Min walkaway point for each item.***
- Then in the **settlement form** below, fill in the plan details for Round 1: List each item you wish to negotiate and the \$ amount you desire ***Do not include Min/Max walkaway point you discussed in your paragraph submission to me!***
- **Submit the Paragraph and the Settlement Form** to the instructor to fulfill the negotiation Plan - Round 1 assignment requirements.
- **The instructor will let you know when you can post the settlement form into your group area.**
- **NOTE: You will engage in the same process for the Round 2 settlement form.**

Name	Date:	
Negotiation Plan Round (enter the Round #) Proposal: Settlement Form		
Item	Proposal for each item:	Cost
	<ul style="list-style-type: none"> • Desired 	
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

ESTIMATED ANNUAL COSTS
(add or delete years as needed)

Year 1:

Year 2:

Year 3:

TOTAL LIFE OF CONTRACT COST: \$

Appendix C continued on next page.

Appendix C: Final Settlement Form: Submit with AAR#2 when the game is over

Name		Date:
FINAL SETTLEMENT TERMS		
Item	Agreed Upon Terms	Cost
Wages		
Health Insurance		
Retirement		
Other Benefits		
Vacations and Holidays		
Other		
Other		
Other		
Attach additional sheets as needed with any additional additions or changes.		
Proposed Contract Duration: ____ years		ESTIMATED ANNUAL COSTS (add or delete years as needed) Year 1: Year 2: Year 3: TOTAL LIFE OF CONTRACT COST: \$

Appendix D AAR2 Grade Rubric on next page.

Appendix D AAR2 Grade Rubric

Criteria 1

Discussion: Rounds 1 & 2 Results (30%): Rounds 1 & 2 negotiation results (what went wrong and what went right, issue by issue and goal by goal)

<p>7.5 to >5.63 pts Excellent Discussion of what went right and what went wrong, item-by-item of all items listed in settlement form submitted for both Round 1 and Round 2. Discussion is clear and specific as to numbers and strategy used.</p>	<p>5.63 to >3.75 pts Good Work Mostly complete discussion of what went right or wrong (no more than one item missing) in Round 1 and 2, based on the strategy laid out in the Settlement Forms submitted for Round 1 and Round 2. Discussion mostly clear and mostly specific.</p>	<p>3.75 to >1.88 pts Needs Improvement Incomplete discussion of negotiation items (more than two items missing) listed in the settlement forms for Rounds 1 and 2, as to what went right and what went wrong. Discussion of some items is unclear and/or not specific.</p>	<p>1.88 to >0 pts Unacceptable Incomplete discussion of items in settlement forms for Rounds 1 and 2 (more than two missing) and/or discussion is not specific as to what went right or wrong and/or discussion is not clear and/or specific concerning what went right or wrong.</p>
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Criteria 2

Discussion: The details of the final agreement (30%): Discuss the details of the final agreement you negotiated or if “on strike”, why you ended up on strike.

<p>7.5 to >5.63 pts Excellent -----If agreement, memo to boss explains each term of employment (i.e. each issue & goal in your negotiation plan) that was discussed in Round 1 and in Round 2, what was originally proposed, what was finally settled on, and why or why not strategy adjustments you made after Round 1 helped you. You need to tell your boss why you advocated for what you did and why you settled for what you did (did the research support it?)</p>	<p>5.63 to >3.75 pts Good Work ----- If agreement, explanation to your boss missing no more than one term of employment (i.e. each issue & goal in your negotiation plan) that was discussed in Round 1 and in Round 2, what was originally proposed is clear and specific, and what was finally settled on is clear and specific, and why or why not strategy adjustments you made after Round 1 helped you is clear and why you advocated for what you did and why you settled for what you did (did the research support it?)</p>	<p>3.75 to >1.88 pts Needs Improvement ----- If agreement, explanation to your boss is missing no more than two terms of employment (i.e. each issue & goal in your negotiation plan) that was discussed in Round 1 and in Round 2, what was originally proposed is mostly clear and specific, and what was finally settled on is mostly clear and specific, and why or why not strategy adjustments you made after Round 1 helped you is mostly clear and why you advocated for what you did and why you settled for what you did (did the</p>	<p>1.88 to >0 pts Unacceptable ----- If agreement, explanation to your boss is missing more than two terms of employment (i.e. each issue & goal in your negotiation plan) that was discussed in Round 1 and in Round 2, what was originally proposed is not clear and specific, and what was finally settled on is not clear and specific, and why or why not strategy adjustments you made after Round 1 helped you is not clear and why you advocated for what you did and why you settled for what you did (did the research</p>
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<p>Did the numbers support it?). You should also say whether or not your choices are advantageous for you (not every agreed-upon term may be good for your side) -----If you did not reach a settlement – you are on strike! Explain to your boss in detail why a settlement was not reached and explain how the negotiations process had gone, up until the point of impasse. You should list each item bargained, say what was originally proposed in your plan, what the negotiation rounds focused on, and whether that item could have been agreed on and what that agreement would have been. Was there just one term that you reached an impasse on or were there more?</p>	<p>Did the numbers support it?) is clear and whether or not your choices are advantageous for you (not every agreed-upon term may be good for your side) is clear. -----If no agreement/settlement – you are on strike. Explanation to your boss in detail (no more than one item missing) and why a settlement was not reached is clear and explanation of how the negotiations process had gone, up until the point of impasse. is clear. For each item bargained, what was originally proposed in your plan is clear, what the negotiation rounds focused on is clear, and whether that item could have been agreed on and what that agreement would have been is clearly presented. Whether one term caused an impasse or more was clearly discussed.</p>	<p>research support it? Did the numbers support it?) is mostly clear and whether or not your choices are advantageous for you (not every agreed-upon term may be good for your side) is mostly clear. -----If no agreement/settlement – you are on strike. Explanation to your boss in detail (no more than two items missing) and why a settlement was not reached is mostly clear and specific and explanation of how the negotiations process had gone, up until the point of impasse, is mostly clear and specific. For each item bargained (no more than two are missing), what was originally proposed in your plan is mostly clear and specific, what the negotiation rounds focused on is mostly clear and specific, and whether that item could have been agreed on and what that agreement would have been is mostly clear. Whether one term caused an impasse or more was clearly stated.</p>	<p>support it? Did the numbers support it?) is not clear and whether or not your choices are advantageous for you (not every agreed-upon term may be good for your side) is not clear. -----If no agreement/settlement – you are on strike. Explanation to your boss in detail (more than two items missing) and why a settlement was not reached is not clear and specific and explanation of how the negotiations process had gone, up until the point of impasse, is mostly clear and specific. For each item bargained (no more than two are missing), what was originally proposed in your plan is mostly clear and specific, what the negotiation rounds focused on is not clear and specific, and whether that item could have been agreed on and what that agreement would have been is mostly clear. Whether one term caused an impasse or more not clearly stated.</p>
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Criteria 3

What you achieved (10%): What you achieved for those you represented (Management or Labor).

<p>2.5 pts Excellent</p>	<p>1.67 pts Good Work</p>	<p>0.83 pts Needs Improvement</p>	<p>0 pts Unacceptable</p>
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Item by item, what was achieved and how it was achieved it (i.e. what strategy you used in Round 1 and then in Round 2) is specific and clear. No items missing	Item by item, what was achieved and how it was achieved it (i.e. what strategy you used in Round 1 and then in Round 2) is mostly clear and/or specific. No more than one item missing.	Item by item, what was achieved and how it was achieved it (i.e. what strategy you used in Round 1 and then in Round 2) is not clear and/or specific. No more than two items missing.	Item by item, what was achieved and how it was achieved it (i.e. what strategy you used in Round 1 and then in Round 2) is not clear and not specific. More than two items are missing.
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Criteria 4

Completion of the Final Settlement Form (10%): Completion of the Final Settlement Form (numbers must be consistent with and support your analysis and discussion).

2.5 pts Excellent Settlement Forms for both Round 1 and Round 2 submitted and complete and consistent with discussion of items and strategy for Rounds 1 & 2.	1.67 pts Good Work Settlement Forms for both Round 1 and Round 2 submitted and mostly complete and consistent with discussion of items and strategy for Rounds 1 & 2. No more than one item is missing.	0.83 pts Needs Improvement Settlement Forms for both Round 1 and Round 2 submitted and mostly complete but not consistent with discussion of items and strategy for Rounds 1 & 2. No more than two items are missing.	0 pts Unacceptable Settlement Forms for both Round 1 and Round 2 submitted not complete and not consistent with discussion of items and strategy for Rounds 1 & 2. More than two items are missing.
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Criteria 5

Final Outcome (10%): The outcome should be at least somewhat positive for your side. If the final settlement is terrible for your side, this will mean less than 10%. The better the settlement is for your side, the better your grade.

2.5 pts Excellent ----- Discussion of whether new collective bargaining agreement is advantageous to your side or not is complete and clear as to all items and discussion of why terms proposed by the other side were agreed to and why you relented on any items is complete and clear. Discussion of whether boss should be happy about the agreement	1.67 pts Good Work ----- Discussion of whether new collective bargaining agreement is advantageous to your side or not is mostly complete and clear as to items (only one item missing) and discussion of why terms proposed by the other side were agreed to and why you relented on any items is mostly complete and clear. Discussion of	0.83 pts Needs Improvement ----- Discussion of whether new collective bargaining agreement is advantageous to your side or not is not complete and/or clear as to items (no more than two items missing) and discussion of why terms proposed by the other side were agreed to and why you relented on any items is not complete and/or clear. Discussion of	0 pts Unacceptable ----- Discussion of whether new collective bargaining agreement is advantageous to your side or not is not complete nor clear as to items (more than two items missing) and discussion of why terms proposed by the other side were agreed to and why you relented on any items is not complete nor clear. Discussion of whether boss should
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<p>that while it is a bad deal, it is still better than a strike is complete and clear. How boss should feel is stated. ----- Discussion of interesting events or conversations that happened during your negotiations that you feel would be interesting to your boss is substantive, and not summary (EC 1 Point)</p>	<p>whether boss should be happy about the agreement that while it is a bad deal, it is still better than a strike is stated. How boss should feel is stated. -- -- Discussion of the interesting events or conversations that happened during your negotiations that you feel would be interesting to your boss is substantive (EC 1 point).</p>	<p>whether boss should be happy about the agreement that while it is a bad deal, it is still better than a strike and /or how boss should feel is not stated. ---- Discussion of the interesting events or conversations that happened during your negotiations that you feel would be interesting to your boss is summary rather than substantive (EC 1 point).</p>	<p>be happy about the agreement that while it is a bad deal, it is still better than a strike and /or how boss should feel is not stated. ---- Discussion of the interesting events or conversations that happened during your negotiations that you feel would be interesting to your boss is summary rather than substantive (EC 1 point).</p>
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Criteria 6

What you would do differently (5%): What you would do differently in Round 3 if your career life depended on it.

<p>1.25 pts Excellent Substantive, clear, convincing.</p>		<p>1 pts Good Work Mostly substantive, clear, and convincing.</p>	<p>0.75 pts Needs Improvement Not substantive or convincing, but clear.</p>	<p>0 pts Unacceptable Not substantive nor convincing or clear.</p>
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Criteria 7

Grammar (5%): Grammar includes using memo format and citing where appropriate as well as correctly using basic grammar conventions with regards to spelling and punctuation.

<p>1.25 pts Excellent Memo format used; citations where appropriate with APA formatting; correct use of basic grammar conventions with regards to spelling and punctuation.</p>	<p>1 pts Good Work Memo format used; citations where appropriate with mostly correct APA formatting; correct use of basic grammar conventions with regards to spelling and punctuation.</p>	<p>0.75 pts Needs Improvement Memo format used; missing citations and/or APA formatting; correct use of basic grammar conventions with regards to spelling and punctuation.</p>	<p>0 pts Unacceptable Memo format missing; missing citations and no APA formatting; incorrect use of basic grammar conventions with regards to spelling and punctuation (more than three per page).</p>
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End of syllabus...