MGT516: Employee and Labor Relations

Credit Hours: 3
Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 10-25 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Course Description and Outcomes

This course will provide a comprehensive overview of Labor Relations, its history, regulations, and current environment. The course will also cover basic negotiation practices and skills, current events, and will integrate employee relations (non-union) concepts.

Course Learning Outcomes

1. Describe the state of the labor movement and the results of collective bargaining under a variety of economic and social conditions.
2. Explain the factors and components that affect employer-union and employer-employee relations practices.
3. Identify and discuss the processes involved in union organizing, collective bargaining, labor contract administration, and employee grievance and discipline.

Participation & Attendance

Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

Course Materials

Textbook Information is located in the CSU-Global Booklist on the Student Portal.
### Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- **Discussion Boards**: The original post must be completed by Thursday at 12 midnight MT and Peer Responses posted by Sunday 12 midnight MT. Late posts may not be awarded points.
- **Critical Thinking Activities**: Assignments are due Sunday at 12 midnight MT.

### Course Schedule

<table>
<thead>
<tr>
<th>Week #</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>• Chapter 2 in <em>Labor Relations</em></td>
<td>• Discussion Board (25)</td>
</tr>
<tr>
<td>2</td>
<td>• Chapter 3 in <em>Labor Relations</em></td>
<td>• Discussion Board (25)</td>
</tr>
<tr>
<td>3</td>
<td>• Chapter 6 in <em>Labor Relations</em></td>
<td>• Discussion Board (25)</td>
</tr>
<tr>
<td>4</td>
<td>• Chapter 7 in <em>Labor Relations</em></td>
<td>• Discussion Board (25)</td>
</tr>
<tr>
<td>5</td>
<td>• Chapters 8 &amp; 9 in <em>Labor Relations</em></td>
<td>• Discussion Board (25)</td>
</tr>
<tr>
<td>6</td>
<td>• Chapters 10 &amp; 11 in <em>Labor Relations</em></td>
<td>• Discussion Board (25)</td>
</tr>
<tr>
<td>7</td>
<td>• Chapters 10 &amp; 11 in <em>Labor Relations</em></td>
<td>• Discussion Board (25)</td>
</tr>
<tr>
<td>8</td>
<td>• Chapters 14 &amp; 15 in <em>Labor Relations</em></td>
<td>• Discussion Board (25)</td>
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### Assignment Details

This course includes the following assignments/projects:

**Week 2**

**Critical Thinking: Legal Status of Unions (120 points)**

Reply to the following questions on two double-spaced pages (two pages for all five questions).

1. Trace the evolution of the legal status of American unions. What activities were restricted by laws and courts? Did constraints increase or decline with time?
2. What were the major contributing causes to the failure of uplift unionism?
3. What were the advantages and disadvantages of taking a "business union" approach as opposed to advocating a labor political party?
4. Who were the leading personalities in labor relations? Which ones contributed to the definition of labor relations in the United States?
5. Who were the most effective union leaders during the 1930s and 1940s? What are your criteria for effectiveness? Would these same leaders be effective now?
Week 4

Critical Thinking: Case Study (110 points)

Read the following case study and then write a 1-2 page double-spaced paper addressing the questions posed at the end.

Case: Locating the New Recreational Vehicle Plant

GMFC is planning to expand its U.S. operations by building a new plant. They will employ about 500 production workers. This new plant will manufacture motorized recreational equipment including all-terrain vehicles, personal watercraft, and snowmobiles. The equipment will assemble mechanical components produced in other GMFC operations or purchased from suppliers. The new plant will fabricate fiberglass body parts and complete the final assembly process.

GMFC would like to operate the new plant union-free. It's likely that the United Automobile Workers (UAW), and perhaps other internationals, will attempt to organize the workforce within a year after start-up. You are a member of a planning committee for the new plant. Your primary area of responsibility involves issues related to potential unionization and labor costs. What advice would you provide to the company on size, location, staffing, wages and benefits, and other employee relations issues that would help GMFC keep the new plant union-free and competitive?

Week 5

Critical Thinking: Case Study (110 points)

Read the following case study on Health Care Costs and Employment Levels and then write a 1-2 page double-spaced paper outlining your position on the matter—choose a side and describe your response.

Case: Health Care Costs and Employment Levels

During the past year, health care costs per employee provided under the GMFC-Local 384 contract have increased by 11 percent. With the increased penetration of the domestic market by foreign producers and the resulting pressure on prices, GMFC is exploring ways in which health care costs can be contained or reduced. It is concentrating on subcontracting and negotiating an agreement to hire part-time employees who would not be eligible for health care benefits.

Local 384 would like to avoid benefits reduction, subcontracting, and part-time workers. The first would be a concession in an environment in which reductions have already been conceded. The second and third would lead to a reduction in the membership of the local or a reduction in the proportion of employees who are represented.

Assuming that this issue will be a major one in the upcoming negotiations, prepare either a union or a management position on the issue of health care cost containment, recognizing that the employer will be increasingly able to compete if total compensation costs increase as they have been recently with these types of year-to-year changes in health care costs.

Week 6
Critical Thinking: Case Study (110 points)

Read the following case study and then write a 1-2 page double-spaced paper addressing the questions posed at the end. Provide analysis from both the management’s and the union’s perspective.

Case: GMFC Attitude Survey
Satisfaction Percentile

<table>
<thead>
<tr>
<th></th>
<th>Central City</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>Pay</td>
<td>53</td>
<td>50</td>
</tr>
<tr>
<td>Promotions</td>
<td>36</td>
<td>50</td>
</tr>
<tr>
<td>Work itself</td>
<td>62</td>
<td>50</td>
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<tr>
<td>Supervisors</td>
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<td>50</td>
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<tr>
<td>Co-workers</td>
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<td>50</td>
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Turnover Percentile

<table>
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<th></th>
<th>Rate per 100</th>
<th>18</th>
<th>50</th>
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GFMC is a member of the Heritage Group, a consortium of employers with personnel research departments that participate in employment studies and share information. All members agreed this year to administer the same attitude surveys to their employees and relate the measures to variables such as turnover and productivity. To gain union cooperation in Central City, GMFC agreed to share the results of the survey and the broader study with Local 384. In return, Local 384 urged members to complete the surveys they received.

When comparative information became available, the results shown in the table were sent to Central City. If you were a union or management representative, what would you make of the results? What impact might this have on the potential for negotiations in the next round of contract talks?

Week 7

Portfolio Milestone:

If you haven’t already done so, begin working on your final project:

Paper based on a movie:

Watch either of the two following films: Norma Rae or Hoffa. Write a summary of the movie and provide your personal reactions and analysis. Tie in the concepts learned from the course and include a minimum of five (5) direct quotes from the text to support your analysis.

Below are some questions you may want to consider in your analysis. (These are optional; you may address other items you feel appropriate.)

- What are the motives of the workers to form a union?
- How does management react to their organizing?
- What are the workers’ working conditions?
- What do workers hope to achieve by gaining union representation?
- What is the union representation process?
- What are the political agendas, if any, of the union?
- What are the interrelationships of the national union and the local unit?
- Should the company attempt to avoid unionization? How would they lawfully go about doing so? What does management need to change in order to create job satisfaction?

Your paper must follow the guidelines below:
• Include at least five direct text references (i.e. direct quotes and the respective page numbers in CU-Global APA format)
• A minimum of 4 - 6 pages in length (approximately 1300 – 2000 words); total of 6 – 8 pages with cover and reference pages
• Double spaced
• Font set to 12 and Times New Roman
• Keep standard margins (in other words, don't adjust the margins to be larger or smaller than the default)
• Do not include your name, course, etc. information in the body of the paper; this must be included on the cover page

Week 8

Portfolio Assignment (350 points)

Paper based on a movie:
Watch either of the two following films: *Norma Rae or Hoffa*. Write a summary of the movie and provide your personal reactions and analysis. Tie in the concepts learned from the course and include a minimum of five (5) direct quotes from the text to support your analysis.

Below are some questions you may want to consider in your analysis. (These are optional; you may address other items you feel appropriate.)

• What are the motives of the workers to form a union?
• How does management react to their organizing?
• What are the workers’ working conditions?
• What do workers hope to achieve by gaining union representation?
• What is the union representation process?
• What are the political agendas, if any, of the union?
• What are the interrelationships of the national union and the local unit?
• Should the company attempt to avoid unionization? How would they lawfully go about doing so? What does management need to change in order to create job satisfaction?

Your paper must follow the guidelines below:

• Include at least five direct text references (i.e. direct quotes and the respective page numbers in CSU-Global APA format)
• A total of 8 – 12 pages with cover and reference pages
• Double spaced
• Font set to 12 and Times New Roman
• Keep standard margins (in other words, don't adjust the margins to be larger or smaller than the default)
• Do not include your name, course, etc. information in the body of the paper; this must be included on the cover page

For project details, see the Portfolio Project Description, which can be accessed from the Week 8 Assignments page.

Course Policies

Course Grading  Grading Scale and Policies
20% Discussion Participation
45% Critical Thinking Activities
35% Final Portfolio Paper

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>95.0 – 100</td>
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<tr>
<td>A-</td>
<td>90.0 – 94.9</td>
</tr>
<tr>
<td>B+</td>
<td>86.7 – 89.9</td>
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<tr>
<td>B</td>
<td>83.3 – 86.6</td>
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<tr>
<td>B-</td>
<td>80.0 – 83.2</td>
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<tr>
<td>C+</td>
<td>75.0 – 79.9</td>
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<tr>
<td>C</td>
<td>70.0 – 74.9</td>
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<tr>
<td>D</td>
<td>60.0 – 69.9</td>
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<tr>
<td>F</td>
<td>59.9 or below</td>
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In-Classroom Policies
For information on late work and Incomplete grade policies, please refer to our In-Classroom Student Policies and Guidelines or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity
Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing/re-purposing your own work (see CSU-Global Guide to Writing and APA Requirements for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style
All students are expected to follow the CSU-Global Guide to Writing and APA Requirements when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document should also be provided within most assignment descriptions on your course’s Assignments page.

Netiquette
Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom.

If you have concerns about something that has been said, please let your instructor know.