

MHR 7310
Labor Relations and Collective Bargaining
Spring 2018

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Required Text

John A. Fossum (2015). Labor Relations: Development, Structure, Process, 12th ed. New York: McGraw Hill

Objectives

- (1) Become familiar with how unions operate.
- (2) Be able to bargain a labor contract.
- (3) Be able to administer a labor contract.
- (4) Understand the arbitration process.
- (5) Learn how to remain nonunion.

Evaluation Criteria

Exam	50%
Collective Bargaining Simulation Project	20%
Collective Bargaining Simulation Presentation	20%
Self and Group Evaluation	10%

Deadlines

The exam must be taken on the assigned date and the projects, including group evaluation, must be turned in on the assigned dates. No exceptions will be made to this rule unless there are highly unusual circumstances which prevent you from doing so. You must, however, clear this with your instructors before the due date. Your grade will be reduced a full letter grade for each day the assignment is late and not excused.

Exams

The exam will cover both the reading material and your notes from class. Class attendance is essential as some of the material presented in class is not in your book. The exam questions will require short answers. They will cover very specific points from your readings and class. For example, you will be asked to identify, list, describe, compare and contrast, and apply various concepts. Your answers will be graded on the basis of accuracy, use of correct terms, and completeness. Portions of the answer that do not directly address the question that was raised will receive zero points.

Appeals

If you have any questions, comments, and concerns about a grade you received, they must be put in writing to me. I will respond in writing to you. If my answer is not satisfactory, then you can set up an appointment to discuss the matter with me. If the answer is still not satisfactorily resolved, university guidelines will be followed.

OSU Disability Policy

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slids@osu.edu; 614-292-3307; <https://slids.osu.edu>; 098 Baker Hall, 113 W. 12th Avenue.

Academic Misconduct

The Ohio State University's Code of Student Conduct, Section 3335-23-04 defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an "excuse" for academic misconduct. The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Failure to follow the rules and guidelines established in the University's Code of Student Conduct may constitute "Academic Misconduct." Sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For more information, please reference:

<http://oaa.osu.edu/coamfaqs.html#academicmisconductstatement>

Date	Topic	Chapters	Assignment
1/10	Overview & Simulation		
	Introduction		
	Labor History		
	Labor Law		
1/17	Unions	4, 5	
	Organizing Campaigns	6	
	Union Avoidance	7	
1/24	Bargaining	10	
1/31	Bargaining	11	
	Impasses	12	
2/7	Labor-Management Cooperation	13	
	Contract Administration	14	
	Grievance Arbitration	15	
2/14	Presentations		
2/21	EXAM & Presentations		Papers and Evaluations Due

Collective Bargaining Simulation

You will be placed in teams of negotiators. One group will be assigned as the union and one group assigned as management. Your goal is to reach agreement on a contract found in chapter 11 that you will renegotiate. You will need to provide the instructor a minimum 20 page report on the key issues in contract negotiations relative to your bargaining objectives spelled out in a bargaining book. If you reach an impasse, you will need to prepare a minimum 20 page report on why you did not settle the contract. Each side will be asked to hold a press conference where you need to explain to your constituents why you did or did not reach a settlement and how the settlement that was reached was the best possible outcome for your side.

Here are some dos and don'ts to get a good grade.

- Don't just read your powerpoint slides to the class.
- Don't just present your side and the other team's side and what position was negotiated.
- Do provide me with the strategy you used to bargain each issue and an explanation of why you used this strategy.
- Do base your arguments on the data presented in the case (e.g. financial data, productivity data).
- Do be sure to include a costing of the labor contract.

GRADING CRITERIA FOR THE COLLECTIVE BARGAINING SIMULATION

<u>Points</u>	<u>Criteria</u>
10	<u>Style.</u> Correct grammar, including spelling and punctuation, and professional appearance.
10	<u>Clarity.</u> The clarity of the concepts that are covered in the report.
30	<u>Technical Adequacy.</u> The extent to which you correctly apply the concepts associated with the topic.
30	<u>Rationale.</u> The extent to which you provide well-developed arguments for the conclusions that you reach in the project.
20	<u>Completeness.</u> The extent to which you address the important issues associated with the topic.

Press Conference Grading Criteria

You will be asked to make a 15-minute presentation to the class. Each group will be given 15 minutes and 15 minutes alone to summarize their findings. This will occur during the final class sessions of the quarter. Groups are to organize themselves and their 15 minutes in any way that they choose as effective in delivering their message in the time allotted. Use of handouts, overheads and other aids is encouraged. The presentations will be evaluated by me, using the following criteria:

Content: Was the information presented accurate, complete, and was the rationale provided well-developed?

Process: Was the material presented in such a way that it was possible for the emerging HR professional to comprehend and retain the major learning points?

Each criteria will be worth 50 points and each member of the group will receive the same grade.

Peer and Self Evaluation

When the case is turned in by the team, each member should submit an evaluation for each of the team members' performance on the simulation including their own. The form is attached and will be used to assign individual grades for each group members' contribution to the simulation.

Name _____

GROUP PROJECT EVALUATION

Instructions. Write down the name of each person in your group including yourself. Then, rate each person by entering a score for each dimension of performance defined on this page and the next. Turn this page in to your instructor.

Name	Dimension					
	<u>I.</u>	<u>II.</u>	<u>III.</u>	<u>IV.</u>	<u>V.</u>	<u>VI.</u>
_____	---	---	---	---	---	---
_____	---	---	---	---	---	---
_____	---	---	---	---	---	---
_____	---	---	---	---	---	---
_____	---	---	---	---	---	---

- I. **Task Orientation.** The extent to which the person coordinates individual efforts with group members' efforts in order to attain the goals of the group.
 - 1 = Unsatisfactory. Usually exhibits uncooperative behavior.
 - 2 = Marginal. Minimal contribution to group discussion.
 - 3 = Competent. Organizes assignments to enable group to achieve average grade.
 - 4 = Good. Comes to meetings with prepared notes and schedules.
 - 5 = Excellent. Comes to meetings with prepared notes and schedules; coordinates group discussions.

- II. **Attendance.** The extent to which the person shows up for scheduled meetings unless otherwise excused.
 - 1 = Unsatisfactory. Frequently misses meetings; rarely arrives on time or stays for entire meeting.
 - 2 = Marginal. Occasionally misses meetings without an excuse; frequently arrives late or leave early.
 - 3 = Competent. Attends the majority of meetings; meetings missed are excused absences; occasionally arrives late or leave early.
 - 4 = Good. Attends almost all meetings; meetings missed are excused absences; arrives to meetings on time and stays for the duration.
 - 5 = Excellent. Shows up for all scheduled meetings on time and stays for the duration of the meeting.

- III. **Preparation.** The extent to which the person completes assigned work in an efficient and punctual manner, and offers assistance in writing the paper.
- 1 = Unsatisfactory. Less than 50% of the time the person completes assignments, turns in assignments, or offers help in paper preparation.
 - 2 = Marginal. More than 50% of the time completes assignments in an efficient and punctual manner, and offers assistance in paper preparation.
 - 3 = Competent. Completes assignments in a reasonable period of time, and offers assistance in paper preparation.
 - 4 = Good. 100% of the time completes assignments in an efficient and punctual manner, and offers assistance in paper preparation.
 - 5 = Excellent. Does more than 100% of the assigned portion, works ahead, and completes assignments in an efficient and punctual manner.
- IV. **Person Orientation.** The extent to which the person maintains order in the group, keeps group focused on goals, maintains group morale, draws ideas out of members, cooperates with other members, brings in opposing ideas, and structures meeting times, dates, and deadlines.
- 1 = Unsatisfactory. Rarely contributes to the group process.
 - 2 = Marginal. Inconsistently contributes to the group process.
 - 3 = Competent. Consistently contributes to the group process.
 - 4 = Good. Consistently contributes to group process and provides new insights for the group process.
 - 5 = Excellent. Consistently contributes to group process, provides new insights, and stimulates others to contribute.
- V. **Participation.** The extent to which the person provides the group with the technical expertise needed to answer the questions posed in the case.
- 1 = Unsatisfactory. Rarely provides any insight on how to answer case questions.
 - 2 = Marginal. Sometimes provides some insight on how to answer case questions.
 - 3 = Competent. Usually has some insight on how to answer case questions.
 - 4 = Good. The group frequently draws upon the persons insights in order to answer case questions.
 - 5 = Excellent. The answers to the case from the group draw heavily upon the insights provided by the person.
- VI. **Overall Performance.** Your overall summary of the person's performance based upon their ratings from the previous five dimensions. Numerical values correspond to letter grades.
- 1 = Unsatisfactory. Corresponds to a letter grade of F.
 - 2 = Marginal. Corresponds to a letter grade of D.
 - 3 = Competent. Corresponds to a letter grade of C.
 - 4 = Good. Corresponds to a letter grade of B.
 - 5 = Excellent. Corresponds to a letter grade of A.