

# Standard Course Outline

## Labor-Management Relations

### I. General Information

<b>Course Number</b>	HRM 462
<b>Title</b>	Labor-Management Relations
<b>Units</b>	3
<b>Prerequisites</b>	IS 301
<b>Course Coordinator</b>	Dr. Judy Strauss
<b>SCO Prepared by</b>	Judy Strauss
<b>Date prepared/revised</b>	October 2012

### II. Catalog Description

Principles and practices influencing labor-management relationships. Development, aims, structure, and functions of labor and employer organizations; collective bargaining process; labor law and governmental intervention; impasse resolution; unions and minorities; employee organizations in government and professional sectors; comparative international systems. Letter grade only (A-F).

### III. Curriculum Justifications

The goal of this course is provide an understanding the American labor movement (past and current) in the United States with a focus on the labor-management relationship and the collective bargaining process. This course is aligned with the general CBA learning goals of critical thinking and ethics, and the management-specific learning goal of business functions.

### IV. Course Objectives

**Critical thinking:** *Students will be able to demonstrate conceptual learning, critical thinking, and problem-solving skills.*

Students will be able to analyze and interpret various labor/management disputes. They will be able to survey the functional areas of labor relations and develop a practical, problem-solving, business focus.

**Ethics:** *Students will be able to demonstrate awareness of ethical, social responsibility, and citizenship issues and the ability to apply them in decision making in the local, regional, and global communities.*

Students will be able to discuss management's ethical, social, and legal responsibilities in labor/management relations. They will have an understanding of the role of management and unions in our society.

**Business Functions:** *Students will demonstrate understanding of all business functions, practices and related theories and be able to integrate this functional knowledge in order to address business problems.*

The labor movement in the U.S. has impact on both unionized and non-union companies. Students will be able to discuss the development and impact of the labor movement and related legislation. They will be able to identify and explain the process of collective bargaining, contract negotiation, contract administration, and grievances.

## V. Outline of Subject Matter

The topic outline for the course may include the following:

- Contemporary Union-Management Relationships
- Evolution of LMR
- Legal Environment
- Union Structure and Governance
- Organizing Unions
- Negotiating the Labor Agreement
- The Collective Bargaining Process
- Wage and non-Wage Issues in Bargaining
- Resolving Disputes and Impasse
- Contract Administration
- Arbitration and Grievances
- Employee Discipline
- Public Sector Labor Relations
- Multinational Labor Relations

## VI. Methods of Instruction

- a) Instructors should use appropriate instruction methods that are consistent with the course description stated in Section II, appropriate for the undergraduate level, and serve the course objectives listed in Section IV of this SCO.
- b) Examples of instructional methods for the course can include lecture, role play, guest speakers, videos, case analyses, small group discussion, and simulation exercises (e.g., collective bargaining exercise).
- c) Instructors should use appropriate textbooks that are consistent with the course description stated in Section II, appropriate for the undergraduate level, and serve the course objectives

listed in Section IV of this SCO. (See the University Policy PS 79-08 on the Choice of Textbooks). The following are suggested texts:

- The Labor Relations Process (Holley et al.)
- Labor Relations: Development, Structure, Process (Fossum)
- Labor Relations and Collective Bargaining (Carroll and Heavrin)

Current versions of these or similar texts are recommended. Instructors may use a custom book. Additional readings and cases may be selected.

## VII. Instructional Policy Requirements

- a) Instructional policies should be consistent with the course description stated in Section II, and should serve the course objectives listed in section IV of this SCO.
- b) Instructors should enforce policies regarding to plagiarism, withdrawal, absences, etc., that are consistent with the University policies published in the CSULB Catalog. It is expected that every course will follow University policies on Attendance, Course Syllabi, Final Course Grades, Grading Procedures, Final Assessments, and Withdrawals. If some or all sections of the course are to be taught, in part or entirely, by distance learning in the future, the course must follow the provisions of PS 03-11, Academic Technology and the Mode of Instruction.
- c) All sections of the course will have a syllabus that includes the information required by the syllabus policy adopted by the Academic Senate. Instructors will include information on how students may make up work for excused absences. When class participation is a required part of the course, syllabi will include information on how participation is assessed.
- d) Students with disabilities are responsible for notifying their instructor as early as possible of their needs for an accommodation of a verified disability. A student with a disability is urged to consult with Disabled Student Services as soon as possible in order to identify possible accommodations to enhance academic success.