

**DEPARTMENT MANAGEMENT AND QUANTITATIVE METHODS
COLLEGE OF BUSINESS
ILLINOIS STATE UNIVERSITY
SPRING 2007**

COLLEGE OF BUSINESS MISSION

The College of Business provides a student-centered learning environment to develop the business skills and appreciation for continuous learning necessary to succeed in a dynamic global economy. Our high quality programs develop ethical, knowledgeable, and technologically competent business professionals. We strive to do this to further the University mission of providing a premier educational experience to undergraduates and to students in select graduate programs.

ACADEMIC INTEGRITY

Students enrolled in College of Business classes are expected to maintain high standards of ethical conduct within the classroom and when completing assignments, projects, and/or exams. Plagiarism and other forms of academic dishonesty such as cheating will not be tolerated. Students are expected to provide appropriate citations for non-original writing even if the original work is paraphrased. Penalties for plagiarism and other forms of academic dishonesty may be severe. If you are unsure of what constitutes plagiarism, please consult the following website:
<http://www.lib.usm.edu/research/plag/plagiarismtutorial.php>.

PROFESSIONAL STANDARDS

All students in this course are expected to be familiar with the “College of Business Standards of Professional Behavior and Ethical Conduct.” (refer to <http://www.cob.ilstu.edu/professionalstandards>) Please note that only bottled water may be consumed in the classroom wing of the College of Business Building and that all cell phones and other electronic devices should be turned off and stored away during classes, unless permission is otherwise granted by the instructor.

COURSE INFORMATION

Instructor:	Dr. Victor Devinat
Course Number & Title	MQM 324 – Industrial Relations Management
Prerequisites	MQM 220
Time and Location	T Th, 2:00 p.m. - 3:15 p.m., COB 353

INSTRUCTOR INFORMATION

Phone	(309) 438-3403
E-Mail	vgdevin@ilstu.edu
Office Location	COB 422

Office Hours

T Th, 12:45 p.m. - 1:45 p.m.; 3:30 p.m. - 4:45 p.m.
and by appointment

Required Textbook(s)

Holley, William H., Kenneth M. Jennings, and
Roger S. Wolters. *The Labor Relations Process*,
Eighth Edition, 2005.

Green, James R. *The World of the Worker*, 1998.

COURSE DESCRIPTION

This course is designed to provide an overview of labor relations topics and issues. Throughout the semester, we will examine a wide range of topics including labor history, labor law, the organization of unions, union-management relations in the private and public sectors, negotiating collective bargaining agreements, contract administration, etc. Students are expected to attend the lectures and are responsible for all announcements made in class.

COURSE COMPETENCIES

- Demonstrate an understanding of the structure and function of labor unions and the role they play in society.
- Demonstrate an understanding of the historical development of both labor unions and union-management relations in the United States.
- Demonstrate an understanding of U.S. labor legislation and how it affects the labor relations process.
- Demonstrate an understanding of the three phases of the labor relations process – the organizing of unions, the negotiation of collective bargaining agreements and the administration of collective bargaining agreements.
- Demonstrate an understanding of the role of the five major groups of actors in the labor relations process.
- Develop thinking, reasoning and analytical skills.
- Develop written and verbal communication skills.
- Develop team and group effectiveness skills.

COURSE EXAMINATIONS**Exams**

The two exams will consist of short answer questions and essay questions.

Midterm Exam

Thursday March 8, 2:00 p.m. – 3:15 p.m.

Final Exam

Tuesday May 8, 3:10 p.m. – 5:10 p.m.

GRADING POLICIES

10%	Quizzes
20%	Midterm Examination
20%	Debate Project
10%	Mock Bargaining Exercise
10%	Class Participation
30%	Final Examination

ACCOMMODATION FOR STUDENTS WITH DISABILITIES

Any student in need of a special accommodation should contact the staff in the Office of Disability Concerns at 438-5853 (voice) or 438-8620 (TDD).

COURSE CALENDAR

WEEK	Mo.	DATE	TOPIC
1	Jan.	Tues. 16	Course Administration
	Jan.	Thurs. 18	Intro. to Labor Relations
2	Jan.	Tues. 23	Intro. to Labor Relations
	Jan.	Thurs. 25	Labor History (Introduction)
3	Jan.	Tues. 30	Labor History (Introduction)
	Feb.	Thurs. 1	Labor Law
4	Feb.	Tues. 6	Labor Law
	Feb.	Thurs. 8	Labor History (1890-1910)
5	Feb.	Tues. 13	Labor History (1890-1910)
	Feb.	Thurs. 15	(Debate 1)
6	Feb.	Tues. 20	Union Structure & Function
	Feb.	Thurs. 22	(Debate 2)
7	Feb.	Tues. 27	Labor History (1910-1920)
	Mar.	Thurs. 1	(Debate 3)
8	Mar.	Tues. 6	Labor History (1910-1920)
	Mar.	Thurs. 8	MIDTERM EXAMINATION
9	Mar.	Tues. 13	SPRING BREAK
	Mar.	Thurs. 15	SPRING BREAK
10	Mar.	Tues. 20	Organizing Unions
	Mar.	Thurs. 22	(Debate 4)
11	Mar.	Tues. 27	Organizing Unions
	Mar.	Thurs. 29	Labor History (1920-1930)
12	Apr.	Tues. 3	Labor History (1920-1930)
	Apr.	Thurs. 5	Negotiating the C.B. Agreement
13	Apr.	Tues. 10	Resolving Negotiation Impasses
	Apr.	Thurs. 12	Resolving Negotiation Impasses
14	Apr.	Tues. 17	Labor History (1930-1940)
	Apr.	Thurs. 19	Labor History (1930-1940)
15	Apr.	Tues. 24	MOCK BARGAINING SESSIONS
	Apr.	Thurs. 26	MOCK BARGAINING SESSIONS
16	May	Tues. 1	Contract Administration
	May	Thurs. 3	Labor History (1940-1950)

READINGS

Week 1: January 16-18

Chapter 1 (HJW) – “Union-Management Relationships in Perspective”

Week 2: January 23-25

Chapter 1 (Green) – “The Company Town and the Urban Ghetto”

Week 3: January 30 – February 1

Chapter 2 (HJW) – “Evolution of Labor-Management Relationships”

Chapter 3 (HJW) – “Labor Law: Background and Basic Principles”

Devinatz, Victor G. “Union Shop Authorization Polls: An Historical Re-examination,” *Labor Law Journal*, Vol. 42, No. 12, December 1991, pp. 821-826.

Week 4: February 6-8

Chapter 2 (Green) – “Rebuilding the House of Labor”

Week 5: February 13-15

SEE WEEK 4 READING

Week 6: February 20-22

Chapter 4 (HJW) – “Unions and Management: Key Participants in the Labor Relations Process”

Week 7: February 27 – March 1

Chapter 3 (Green) – “The Struggle For Control in the Progressive Era”

Week 8: March 6-8

SEE-WEEK 7 READING

MIDTERM EXAMINATION – MARCH 8

Week 9: March 13-15

SPRING BREAK – NO READINGS

Week 10: March 20-22

Chapter 5 (HJW) – “Why and How Unions Are Organized”

Devinatz, Victor G. “From Industrial Unionism to General Unionism: A Historical Transformation?,”
Labor Law Journal, Vol. 44, No. 4, April 1993, pp. 252-256.

Cullen, Donald E. “Where Have All The Unions Gone?,” *Survey of Business*, Vol. 22, No. 1, Summer
1986, pp. 12-21.

Week 11: March 27-29

Chapter 4 (Green) – “The New Capitalism and the Old Unionism in the 1920’s”

Week 12: April 3-5

Chapter 6 (HJW) – “Negotiating the Labor Agreement”

Week 13: April 10-12

Chapter 9 (HJW) – “Resolving Negotiation (Interest) Disputes”

Week 14: April 17-19

Chapter 5 (Green) – “The Depression, the New Deal, and the New Industrial Relations”

Week 15: April 24-26

NO READINGS - MOCK BARGAINING SESSIONS

Week 16: May 1-3

Chapter 10 (HJW) – “Contract Administration”

Chapter 11 (HJW) – “Labor Arbitration and Employment Arbitration”

Chapter 6 (Green) – “The House of Labor Divided”

INSTRUCTIONS FOR MQM 324 MOCK BARGAINING EXERCISE

These instructions accompany the case assignment D.G. Barnhouse Co., Inc., a simulated collective bargaining exercise. Each student has been assigned to either a union or a management team. To begin, you should read the attached case as well as the relevant text book chapter. Each group should meet to decide how to allocate the preparatory work outside of class before the exercise begins in class. This involves researching issues to decide what positions to take and why.

Each management/union pair is expected to come to an agreement on the following 6 (six) issues:

- Wages
- Vacations
- Holidays
- Union Security
- Possible Plant Closing Issues
- Contract Duration

You may also wish to prepare to negotiate over a few other contract provisions, such as pensions, health insurance, possible subcontracting of work, standards for promotion. You are supposed to use the attached bargaining agreement as a base for negotiating a new contract. You are to assume this exercise is being conducted just prior to the time at which the given contract is due to expire.

Each group will hand in at the start of negotiations an agenda which includes your initial positions, target (what you hope to get), and resistance points (what you would settle for) on each issue over which you plan to bargain. In addition, a rationale should be given for each position as well as an indication of priority issues and what you would be willing to trade away. At the end of negotiations, each team will hand in a summary of what has been agreed on (a signed collective bargaining agreement) and a two-page double spaced analysis of the process of negotiations.

Each group will be given a grade on the basis of how much work was done, how seriously you negotiated, and how well you came out, given what your team and your opponent had planned. Individuals' grades may differ somewhat from their group's grade based on indication of extraordinary performance (either good or poor).

In the event that an agreement is not reached, it will be assumed that a strike or lockout has resulted. Since strikes and lockouts are costly to both parties, a penalty will be imposed for this outcome. At the instructor's discretion, the penalty will be a paper between 2 and 10 double-spaced pages in length (per student) due the day of the final examination.

INSTRUCTIONS FOR MQM 324 DEBATE PROJECT

TEAMS:

Each student will participate in a group debate. There will be approximately 7 students per debate topic; half will argue in favor of the topic and half will argue against it. A sign up sheet will be passed around, listing the various topics. Each student should try to select (if available) a topic of some interest to him/her.

DEBATE:

Each side will have 15 minutes of uninterrupted argument. Upon completion of the initial arguments, each side will present a 5-minute rebuttal, addressing issues raised in their opponents' argument. During the remaining portion of the class period following each debate, the class members in the audience will critique and/or comment on the debate (please restrict this to IDEAS raised, not on individual presenters). Each student in the audience is responsible for writing at least one question to ask the members of the debate team(s). **If a team is not prepared to present on their scheduled date, the group will receive a 0 for the debate project.**

RESEARCH PAPER:

Once debate teams have been formed, each team should collectively research its topic and position using references such as: *Industrial and Labor Relations Review*, *Industrial Relations*, *Journal of Labor Research*, *Labor Law Journal*, *Labor Studies Journal*, etc. as well as more popular journals such as *Newsweek*, *Time*, etc. One paper per team is required and is to be handed in by **TUESDAY APRIL 3**. **There will be a penalty of a reduction of one full letter grade for each day that the paper is late.**

In 10 to 15 typed, double-spaced pages, the paper should set forth your arguments as your group presented them in class. Also, make sure that you include footnotes (or endnotes/bodynotes) as well as a complete bibliography at the end of your paper. A carefully written 10-page paper will fare better than a sloppily written 15-page paper. **You should cite a minimum of 10 references in your paper and your bibliography. Up to three sources can be Internet references. However, any Internet references must be approved by the instructor before using them in the paper.**

The Debate Project will be graded based on your presentation and your collective research paper. I will look closely at organization and development of hard hitting arguments, good use of sources and cohesiveness, etc. in evaluating the project. You will be graded on both the content of the paper as well as the writing in the paper (sentence structure, grammar, spelling, etc.).

**TEN RULES TO LIVE BY
AND FOR SUCCEEDING IN THIS CLASS (WITH A LITTLE TRYING)**

1. REMEMBER THE PURPOSE OF THIS CLASS.

The purpose of this class is to enable you to learn the course material in the most efficient and effective way possible in addition to helping you learn **to think critically, to speak articulately, and to write effectively**. The course requirements are designed to help you attain these goals. Class discussions/class participation will help you in developing critical thinking skills while the oral portion of the debate project/mock bargaining exercise will help you in learning to speak articulately while the written portion of the debate project/essay examinations will help you to improve your writing skills. There is another good reason for developing these skills. In an extremely competitive job market, employers are looking for employees who possess these necessary thinking, speaking and writing skills.

2. COME AND VISIT ME DURING MY OFFICE HOURS.

If you have any questions/concerns or would just like to chat about the class, please come and visit me during my office hours. If you can't meet me during my office hours, I will be happy to meet with you at some other time during the **day**, the **evening**, the **night** or the **weekend**.

3. BE AN ACTIVE PARTICIPANT IN THE CLASS.

If you are looking for a way to increase your learning and improving your grades without increasing your study time, active class participation is the answer. You have two choices: you can sit in class and assume the "bored student position" with your arms crossed, slumped in the chair with your eyes at half-mast and allow yourself an "out-of-body" experience. On the other hand, you can maximize your time in the class by actively listening, thinking, questioning, taking notes and participating totally in the learning experience.

4. IF YOU HAVE QUESTIONS, ASK THEM.

Asking questions provides the quickest way of turning ignorance into knowledge. In addition to gaining knowledge, asking questions provides two other advantages - it helps you to pay attention to the professor and helps the professor pay attention to you. Besides, you are providing a service to your classmates by enabling them to gain knowledge, too.

5. THE PROFESSOR AND THE STUDENTS MAKE A TEAM WORKING TOWARD THE SAME GOAL.

Most professors want exactly the same things that students want. They would like students to learn the material presented in their classes and have them earn a good grade. Students do well in the class reflect well on the efforts of any teacher. If the students have learned their stuff, the instructor can justifiably take pride in teaching.

6. BE COURTEOUS WHEN OTHER STUDENTS ARE MAKING PRESENTATIONS.

Nothing is so disheartening as making a presentation and seeing your peers not paying attention to what you are saying but instead reading the newspaper, doing homework for other classes, etc. When others are making their presentations, treat them as you will want to be treated during your presentation. If I see people engaged in these types of activities during other students' presentations, I will penalize these people in terms of their debate project grade.

7. IF YOU ARE NOT INTERESTED IN THE CLASS, FAKE IT!

How do you fake interest in the class? You simply assume the “interested student position”: lean forward, place your feet flat on the floor in front of you, maintain eye contact with the professor, smile and/or nod occasionally as though you understand and care about what the professor is saying, take notes, and ask questions. If you are a good actor, you may even fool yourself into liking the class.

8. IT IS BEST TO AVOID “CRAMMING” FOR EXAMINATIONS.

There is one thing in which all study skill experts agree on concerning periods of study. Divided periods of study are both more effective and efficient than a single period of condensed study. For example, you will learn more and earn a higher grade if you prepare for an examination on Friday by studying for two hours a night from Monday through Thursday rather than by studying eight straight hours on Thursday.

9. AVOID PROCRASTINATION AT ALL COSTS.

If you do not understand certain material in the class, are having trouble with the debate project or the mock bargaining project, etc., it is best to take control of the situation and come see me as soon as possible. The earlier you come to see me with a concern or a problem, the greater is the chance that the problem can be resolved to your satisfaction.

10. TRY TO HAVE SOME FUN LEARNING!

College is not easy and there will be times when you get tired of being a student. However, at times such as these, it is best to remember that you are not just here for earning a passing grade, or for getting a better job, but for providing a foundation for yourself for a better life as an informed and educated person. Hopefully, your experience in college will convince you that learning can be fun and that you will continue to want to learn once you leave the university.