Instructor: Richard D. Zaiger
Telephone: 781-235-0088 or 781-910-0767 (cell)
Office: none
Schedule: Mondays 6:15 P.M. to 9:15 P.M.

Fall – 2015

Boston College Mission Statement

Strengthened by more than a century and a half of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation's finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage.

Course Description

Workplaces are dynamic and fluid environments that are impacted by internal and external forces. Course examines the economic, social, psychological and political factors that influence employee relations systems. Through case studies and role playing the course will examine basic rights under federal and state statutes, the negotiation and administration of collective bargaining agreements and the utilization of alternative dispute resolution methods to resolve conflict in the workplace.

Course Objectives

1. Learning fundamental principles, generalizations, and theories applicable to an understanding and appreciation of labor management relations.
2. Learning to analyze and critically evaluate ideas, arguments and points of view regarding issues that commonly arise in the workplace in organized and unorganized settings.
3. The student will demonstrate knowledge, skill and/or competency, across cultural settings through an examination of employment systems and structures and will learn the impact of culture, gender, and age regarding issues that commonly arise in the workplace.
4. The student will demonstrate ethical knowledge, skill and/or competency pertaining to issues arising in the workplace as demonstrated by an examination of key federal statutes applicable the workplace including the right to organize under the National Labor Relations Act, EEO rights and obligations under Title 7 of the Civil Rights Act of 1964, and obligations and responsibilities under the Family Medical Leave Act.

Grading

Grades will be determined by a number of factors. There will be two exams during the semester – a mid-term exam and a final exam. In addition, you will be graded on class participation, your work during simulated exercises and a term paper on a topic of your choice pertaining to the subject matter of the course. A breakdown follows:

- Mid-Term exam: 40%
- Final exam: 30%
- Simulations: 20%
- Class participation: 10%

WCAS Grading System

The undergraduate grading system consists of twelve categories: A (4.00), A- (3.67), excellent; B+ (3.33), B (3.00), B- (2.67), good; C+ (2.33), C (2.00), C- (1.67), satisfactory; D+ (1.33), D (1.00), D- (.67), passing but unsatisfactory; F (.00), failure; I (.00), incomplete; F (.00), course dropped without notifying office; W (.00), official withdrawal from course. The graduate grading system is A (4.00), A- (3.67), Excellent; B+ (3.33), B (3.00), good; B- (2.67), C (2.00), passing but not for degree credit; F (.00), failure.
Grade Reports. All students are required to log into the web through Agora to access their semester grades. Students must utilize their BC username and password to log on. If your username or password is not known, the Student Learning and Support Center in the O’Neill Library Computer Center will issue a new one. The SLSC requires a valid picture ID (a BC ID, driver’s license or passport) to obtain your password.

**Materials:** All materials will be distributed at the start of the course and throughout the semester.

**Important Policies**

[http://www.bc.edu/content/bc/schools/advstudies/guide/academicinteg.html](http://www.bc.edu/content/bc/schools/advstudies/guide/academicinteg.html)

**Written Work**
Graduate and undergraduate students are expected to prepare professional, polished written work. Written materials must be typed in the format required by your instructor. Strive for a thorough, yet concise style. Cite literature appropriately, using APA, MLA, CLA format per instructors decision. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation, and spelling. You are encouraged to make use of campus resources for refining writing skills as needed [http://www.bc.edu/libraries/help/tutoring.html].

**Scholarship and Academic Integrity**
It is expected that students will produce original work and cite references appropriately. Failure to reference properly is plagiarism. Scholastic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on examinations or assignments, and submitting the same paper or substantially similar papers to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student’s work.

**Request for Accommodations**
If you have a disability and will be requesting accommodations for this course, please register with either Dr. Kathy Duggan (dugganka@bc.edu), Associate Director, Connors Family Learning Center (learning disabilities or AHD) or Dean Paulette Durrett, (paulette.durrett@bc.edu), Assistant Dean for students with disabilities, (all other disabilities). Advance notice and appropriate documentation are required for accommodations. For further information, you can locate the disability resources on the web at: [http://www.bc.edu/content/bc/libraries/help/tutoring/specialservices.html](http://www.bc.edu/content/bc/libraries/help/tutoring/specialservices.html)

**Attendance**
Class attendance is an important component of learning. Students are expected to attend all classes and to arrive by the beginning of and remain for the entire class period. When an occasion occurs that prevents a student from attending class, it is the student’s obligation to inform the instructor of the conflict before the class meets. The student is still expected to meet all assignment deadlines. If a student knows that he or she will be absent on a particular day, the student is responsible for seeing the instructor beforehand to obtain the assignments for that day. If a student misses a class, he or she is responsible for making up the work by obtaining a classmate's notes and handouts and turning in any assignments due. Furthermore, many instructors give points for participation in class. If you miss class, you cannot make up participation points associated with that class. Types of absences that are not typically excused include weddings, showers, vacations, birthday parties, graduations, etc.
Additional assignments, penalties and correctives are at the discretion of the instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class. In all cases, students are expected to accept the decision of the instructor regarding attendance policies specific to the class.

Consistent with our commitment of creating an academic community that is respectful of and welcoming to persons of differing backgrounds, we believe that every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing the fulfillment of their academic obligations. It is the responsibility of students to review course syllabi as soon as they are distributed and to consult the faculty member promptly regarding any possible conflicts with observed religious holidays. If asked, the student should provide accurate information about the obligations entailed in the observance of that particular holiday. However, it is the responsibility of the student to complete any and all class requirements for days that are missed due to conflicts due to religious holidays.

There may be circumstances that necessitate a departure from this policy. Feel free to contact the WCAS at 617-552-3900 for consultation.

**Deadlines**
Assignments are due at the beginning of the class period on the specified dates. Late assignments will be graded accordingly. Typically the grade for any late assignment will be lowered on level for every day the assignment is late.
Course Overview and Requirements:

During the term we shall explore the dynamics of labor-management relations on a number of levels. Our exploration will be interesting and enjoyable as well as educational. Throughout the term the case method will be used. This method of study places upon you much responsibility for the effectiveness of our course. Anyone unable to meet minimum requirements of class attendance and investment of preparatory time (3 to 4 hours for each session) is strongly urged to speak with me before going forward with the course. An overview of the course follows.

Sequentially, for the first half of the term we will delve into cases covering a variety of substantive issues. First, we will explore the basic law and procedures in play during union organizing campaigns and the political and social forces impacting such efforts. We will then explore a variety of substantive issues that arise during the day-to-day administration of a collective bargaining agreement. Illustrative examples include discipline, seniority, promotions, layoffs, overtime, and so forth. As we examine and deal with concrete situations we will also become familiar with the procedural issues and processes associated with the administration of agreements. Throughout the process we will also compare the human resource function in an organized setting with that in an unorganized setting.

Having obtained an understanding of labor contracts through decision-making, we will move to the negotiation of the terms and conditions of employment embodied in collective bargaining agreements. In addition, throughout our journey we will address and explore a number of diverse matters related to the more prominent issues impacting employees in the work place. This constitutes, in broad scope, the subjects covered in our course and the first level of our inquiry.

The course’s second level of understanding provides an opportunity for you to expand the knowledge derived from case study and to aid in your development of orderly ways of thinking about issues inherent in the cases and in labor-management relations generally. In addition to cases, other sources of information will be used to develop a firm foundation in this area. Helpful, even necessary to such understanding is an historical perspective, a political perspective and a personal perspective as well as an understanding and appreciation of the more important federal statutes governing labor relations in the United States such as the National Labor Relations Act, Title 7 of the Civil Rights Act of 1964, and the Fair Labor Standards Act and the Family Medical Leave Act.

The third level of understanding in this course will consist of experiencing some of the processes studied. Simulations will be conducted during the term to increase your understanding of the processes involved in labor-management relations. In addition, a longer and more complex simulation will take place at the end of the semester during 2 class sessions.

Lastly, I hope we have the opportunity to share some of the extensive experience of individuals working in the labor relations field. Such individuals can broaden our understanding, sharpen our perception of their roles in society and provide career information for those of you interested in the field.

You are responsible for the material assigned and anything discussed in class. The case method depends on you as well as me. Learning in this course is more than a transfer of factual material – it goes on to include developing an ability to think and to act based upon knowledge and understanding. This can be acquired only by good preparation, firm commitment to decision making, and the resolve to examine rigorously your analysis and decisions and those of the other members of the class. Class participation will be judged on the quality of your preparation and analysis; your ability to present that analysis, to respond to questions regarding your analysis and decisions of others.

In summary, the class will be what we demand of it. It will require your concentrated involvement during the term. Those of you who make this investment will find the course enjoyable and educational.
Tentative Schedule of Cases

SESSION 1 - August 31, 2015
OVERVIEW AND INTRODUCTION

SESSION 2 - September 14, 2015
(A) MAINE FEDERAL SAVINGS AND LOAN
DO YOU APPROVE OF MR. VINCENT’S REACTOIN TO THE CONDUCT OF CYNTHIA SHERMAN? HOW WOULD YOU HAVE HANDLED THE SITUATION?

(B) VOLPE METAL PRODUCTS
AS PETER VOLPE BE PREPARED TO ARTICULATE WHAT YOU HAVE LEARVED FROM THE EXPERIENCE. ALSO, WHAT WQUESITIONS HAVE EMERGED AND HAVE YET TO BE ANSWERED TO YOUR SATISFACTION? (THE ABILITY TO ASK GOOD QUESTIONS IS A VALUABLE ASSET FOR AN EXECUTIVE.)

You will need a copy of the National Labor Relations Act. It and other materials can be downloaded from the NLRB WEBSITE (www.nlrb.gov). I also recommend that you download a copy of A Guide to Basic Law and Procedures Under the National Labor Relations Act.

SESSION 3 - September 21, 2015
CITY AND COUNTY SEWER COMPANY
BE PREPARED TO CRITIQUE THE COMPANY’S RESPONSE TO THE UNION’S ORGANIZING EFFORTS. WHAT, IF ANY, UNFAIR LABOR PRACTICES DID THE COMPANY COMMIT?

STUDY THE FOLLOWING SECTIONS OF THE NATIONAL LABOR RELATIONS ACT.

SECTIONS 7 AND 8(a) &
SECTION 9(a)
SECTION 13

SESSION 4 – September 28, 2015
(A) HOPEDALE MINING COMPANY
ASSUME YOU ARE ED TRUSLOW. BE PREPARED TO INDICATE SUGGESTIONS REGARDING WHAT WE SHOULD DO ABOUT DYKEMAN’S GRIEVANCE. BE PREPARED TO ANALYZE THE ENTIRE SITUATION. ALSO, WOULD A POLICY STATEMENT HELP ELIMINATE SUCH PROBLEMS IN THE FUTURE? IF IT WOULD, WHAT WOULD YOUR POLICY STATEMENT SAY?

(B) METAWORK INCORPORATED
ASSUME YOU ARE BILL MILES, PERSONNEL MANAGER OF METAWORK. BASED ON YOUR ANALYSIS OF THE SITUATION, WHAT DISCIPLINARY ACTIONS DO YOU PLAN TO IMPOSE? BE SPECIFIC AND BE PREPARED TO SUBSTANTIATE YOUR DECISIONS.

SESSION 5 – October 5, 2015
(A) WILSON CEMENT BLOCK COMPANY
AS MANAGEMENT, WHAT ACTION WOULD YOU TAKE REGARDING BROCK’S GRIEVANCE? WHY? BE PREPARED TO EXPLAIN THE DISADVANTAGES AS WELL AS THE ADVANTAGES OF YOUR COURSE OF ACTION.
(B) BORDER STATE BUS COMPANY

AS AN EXECUTIVE OF BORDER STATE BUS COMPANY YOU ARE PARTICIPATING IN THE MEETING ON THE AFTERNOON OF OCTOBER 11. AFTER FULL DISCUSSION OF THE KING SITUATION, MR. BENSON TURNS TO YOU AND ASKS, "WHAT SHOULD MANAGEMENT DO?" WHAT IS YOUR ANALYSIS OF THE SITUATION? WHAT COURSE OF ACTION DO YOU RECOMMEND? WHY?

SESSION 6 – October 13, 2015 (Tuesday)

(A) JOHNSON CHEMICAL COMPANY

ASSUME YOU ARE THE ARBITRATOR. BE PREPARED TO RENDER YOUR DECISION IN EACH OF THE TWO CASES AND TO DETAIL THE ANALYSIS UPON WHICH YOUR AWARDS ARE BASED.

(B) THE TOLEDO TIMES

YOU HAVE BEEN SELECTED TO BE THE ARBITRATOR IN THE GRIEVANCE FILED BY THE UNION OVER THE TERMINATION OF MARY TUTTLE. DO YOU HAVE ENOUGH INFORMATION TO DECIDE THE CASE? IF NOT, WHAT ELSE WOULD YOU WANT TO KNOW? ONCE ALL OF YOUR QUESTIONS HAVE BEEN ANSWERED, HOW WOULD YOU DECIDE THE CASE?

SESSION 7 – October 19, 2015

IN CLASS SIMULATION (TO BE ASSIGNED)

SESSION 8 – October 26, 2015

MID-TERM EXAM

SESSION 9 – November 2, 2015

(A) UAW AUTO NEGOTIATIONS

(B) FINAL OFFER – UAW AND GM CANADIAN NEGOTIATIONS

READ: NLRA SECTION 8(a)(5); 8(b)(3); 8(d) AND SECTION 201 AND 203

SESSION 10 – November 9, 2015

INTRODUCTION TO COLLECTIVE BARGAINING AND THE ART OF NEGOTIATIONS

SESSION 11 – November 16, 2015

(A) GORDON PAPER COMPANY

MAKE EXPLICIT THE COMPONENTS OF GORDON'S STRATEGY IN NEGOTIATING ITS COLLECTIVE BARGAINING AGREEMENTS. EVALUATE THE EFFECTIVENESS OF THE STRATEGY AND BE PREPARED TO PRESENT ANY CHANGES YOU BELIEVE THE COMPANY SHOULD INCORPORATE FOR THE FUTURE.

(B) AERO PLUMBING (A)

DESCRIBE THE BARGAINING STRUCTURE IN THIS CASE AND COMPARE IT TO THE STRUCTURE IN GORDON PAPER COMPANY AND THE AUTO WORKERS. WHAT ARE THE ADVANTAGES AND DISADVANTAGES? IS THE UNION BARGAINING IN GOOD FAITH?
SESSION 12 – November 23, 2015

A) WHAT IS THE PROPER CHAUFFEURS’S RATE?

WHY HAVE THE PARTIES DECIDED TO RESOLVE THEIR DISPUTE AS INDICATED IN THE CASE? ASSUME YOU ARE THE ARBITRATOR SELECTED BY THE PARTIES. WHAT IS YOUR RULING IN THIS CASE AND WHY?

(B) MAR-AERO

BASED ON THE FACTS OF THE CASE RATE JIM LUX’S JOB ON THE SHEET ATTACHED AT THE END OF THE CASE. THE SHEET MUST BE HANDED IN AT THE BEGINNING OF CLASS (IT IS ESSENTIAL THAT YOU MAKE ARRANGEMENTS TO GET ME A COPY OF YOUR RATING FOR JIM LUX’S POSITION IF, FOR ANY REASON, YOU CANNOT ATTEND THE NOVEMBER 26 CLASS SESSION).

SESSION 13 – November 30, 2015

IN CLASS PREPARATION FOR SIMULATION

SESSION 14 – December 7, 2015

SIMULATION

SESSION 15 – DECEMBER 14, 2015

FINAL EXAM

OTHER ASSIGNED READING

“WHICH SIDE ARE YOU ON? TRYING TO BE FOR LABOR WHEN ITS FLAT ON ITS BACK” THOMAS GOOGHEGAN

SIMULATIONS AND THE ROLE THEY PLAY IN THE COURSE

There are two simulated exercises currently scheduled on the syllabus. It is imperative that you are in attendance on the days the simulations are scheduled and that you participate fully in the preparation. More particulars regarding the simulations will be provided during the semester.