

Syllabus

Course Overview

In many of the courses in your program, you have discussed the relationship between leader and follower and the relationship between management and employee. This course covers some of the same topics, but places it in a more formal structure when the employees are organized into unions with specific authorities and lawful rights related to collective bargaining.

Unionization of employees began in earnest in the late 19th century, conjoined with the industrial revolution. No longer were employees merely parts of small work units (agricultural workers or employees in small shops), but now were part of larger, more complex organizations in urban settings, primarily in factories. The changes in technology and society also created an evolution in the role of manager. In agricultural settings or small shops, the employer commonly worked with the employees, developing some level of relationship with them. In these new factories rising across the landscape, the factory owners were not necessarily on site. Instead, their proxies were the mid- and upper-level managers of the organization, supported by front-line supervisors tasked with keeping employees on task. All of these factors merged into a complex new phenomenon, which contributed to a demand for change.

The urban factory worker, often living in inadequate housing, often with limited ability to provide for the family, no longer had a close working relationship with their employer. This contributed to conditions that were considered unacceptable: poor wages, unsafe working conditions, and no job protections, including for those workers injured in the course of work. While the initial response to unionization was resistance by employers and government, this changed in the early 20th century as social pressures changed, and the introduction of federal legislation that recognizes the validity of unions, providing them and their membership legal protections. Over the intervening decades, numerous changes to labor law and labor practices developed, evolving into the system of labor relations we have today.

At first, unions of public sector workers were not permitted, but that changed over time. While the federal legislation did not necessarily cover local and state government employees, state laws sometimes did, but it is currently a patchwork. In some states, public sector unions may be recognized and have collective bargaining rights, but this is not universal. In some states, some government employees, such as those engaged in public safety, may have more limited rights than other government workers. The right of public sector employees to engage in job actions, including strikes, is often covered by state law as well.

To be effective, the modern public administrator must be well versed in the laws and accepted practices of working with unionized employees in their community. Whether you might not have public sector unions in your community today, you may at some time in the future, or you may seek employment in a community with such unions, so you would be well served to become familiar with this topic.

Many public administrators have limited experience working with unions. Frequently, there will be someone in human resources well versed in labor-management relations who might be a useful resource for working with unions. Additionally, the corporate attorney for the government might also be a valuable resource for anyone in the public sector seeking to work with unions in an effective, efficient, and lawful manner. Professional public administrators recognize the limits of the own expertise and experience, so you might wish to consider who you might be able to partner with if dealing with unions in a real-world setting. These, and other topics, will be covered during the term.

As we move through the course, much of the material will focus on unions that have been recognized as lawful bargaining units. This means the union can negotiate a contract. In some states, and with some disciplines, the law does not recognize public sector units as bargaining units. As such, even if they are formally locals of a larger national union, the union leadership may not be formally recognized by public administrators. Despite their lack of formal recognition, unions of all kinds, including unrecognized ones, may have notable political power at the local or state levels, so even if the employees in your community have no bargaining rights, they may be a force to be reckoned with, and a prudent public administrator will find a means to work with such groups.

PSL Program Journey

Click **PSL Program Journey** to view a useful map that will guide you as you begin your program. This map gives you an overview of all the steps required to complete your degree and outlines the resources that will support you along the way.

Course Discussions

The discussion area in the Capella courseroom is a place where you are given the opportunity to think critically about your ideas and share them with peers. Robust threaded discussions promote reflective responses and enhance the learning experience. To allow adequate time for responding to discussions, initial posts are due by Thursday each week. Responses are due by Sunday.

Take time to review the [Creating Strong Discussion Posts \[PDF\]](#) document, which has been designed to provide practical suggestions and best practices for crafting substantive responses to discussion questions. This document will also be made available in every discussion in this course.

Developing As a Writer

Your writing skills are critical to your academic and career success. Writing is an iterative process, and the keys to this process are creating drafts, seeking and receiving feedback, and making revisions. In this course, you will have various opportunities to move through these steps as you work on your assignments. You will also have built-in support and assessment from a faculty writing expert. You are strongly encouraged to take advantage of the writing resources offered, such as those in the [Writing Center](#), as they are crucial to helping you become a more capable, skilled, and confident writer, both during your academic journey at Capella and beyond. If you feel you need more help than these resources can provide, your instructor can provide a referral for you to meet with a writing consultant.

APA Style and Formatting

Capella uses the *Publication Manual of the American Psychological Association* (commonly referred to as the APA manual) as its style guide for scholarly writing. Using a single publication manual ensures a consistent style across degrees, programs, and schools. Because APA style is used widely in scholarly works and academic publications, it is a good choice for the Capella community. Remember to use the APA manual from your first course as a resource for the assignments in this course. You will also find APA assistance in the [Writing Center](#).

Smarthinking

Capella partners with [Smarthinking](#), a Web-based tutoring service, to offer you online tutoring in a variety of subjects and custom critique of your papers. You will receive 168 minutes to use toward tutoring each quarter. The tutors are called e-structors and can help you develop successful learning skills in a professional and supportive environment. E-structors are available to help you, but not replace your instructor. To learn how to get started and how to use Smarthinking, refer to the following Campus pages:

- [Smarthinking: Getting Started](#).
- [Using Smarthinking](#).

With Smarthinking you can:

- Get live, one-on-one online tutoring help.
- Submit an essay or paper for review.
- Submit questions for a tutor's response.

Subjects covered include writing, APA style and formatting, and reading comprehension.

Capella Library

You are highly encouraged to explore the [Capella University Library](#). The Capella library is an entirely digital library and one of your most valuable resources for finding the persuasive evidence and scholarly resources you will use in your course assignments.

Career Resource Center

Use the [Career Center](#) resources to manage and plan your career through every stage. The Capella Career Center provides many online resources, but it also provides other ways you can get assistance and interact with the staff. You can connect and interact with counselors online and ask questions. The Career Center has multiple resources, such as exploration and planning, job search strategies, connecting with others, job search tools, career enrichment, and seminars and presentations.

Optional Audio Recording

For discussions in Units 4 and 7 in this course, you have the option to create an audio recording of a PowerPoint presentation using Kaltura or similar software. Refer to [Using Kaltura](#) for more information about this courseroom tool.

Note: If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact DisabilityServices@Capella.edu to request accommodations.

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Evaluate issues in public sector employment and labor relations.
- 2 Evaluate jurisdictional differences involving public sector labor relations.

- 3 Evaluate best practices in resolving public sector labor and employment disputes.
- 4 Analyze various public sector compensations and benefits policies.
- 5 Communicate in a manner that is scholarly, professional, and respectful of the diversity, dignity, and integrity of others.

Course Prerequisites

There are no prerequisites for this course.

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

Book

Budd, J. W. (2018). *Labor relations: Striking a balance* (5th ed.). New York, NY: McGraw-Hill Education. ISBN: 9781259412387.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Croucher, R., & Wood, G. (2017). [Union renewal in historical perspective](#). *Work, Employment and Society*, 31(6), 1010–1020.

- Doussard, M. (2016). Organizing the ordinary city: How labor reform strategies travel to the US heartland. *International Journal of Urban and Regional Research*, 40(5), 918–935.
- Eisenberg-Guyot, J., & Hagopian, A. (2018). Right-to-work-for-less: How Janus v. AFSCME threatens public health. *New Solutions: A Journal of Environmental and Occupational Health Policy*, 28(3), 392–399.
- Murphy, C. (2016). Fear and leadership in union organizing campaigns: An examination of workplace activist behavior [PDF]. *Journal of Workplace Rights*, 6(1), 1–11.
- Rubinstein, S. A., & McCarthy, J. E. (2016). Union–Management partnerships, teacher collaboration, and student performance. *ILR Review*, 69(5), 1114–1132.

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

Library

The following optional readings may be available in the Capella University Library. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool. If the full text is not available, you may be able to request a copy through the [Interlibrary Loan](#) service.

- Andrias, K. (2016). The new labor law. *Yale Law Journal*, 126(1), 2–100.
- Rushin, S. (2017). Police union contracts. *Duke Law Journal*, 66(6), 1191–1261.

Unit 1 >> Unions – Past and Future

Introduction

When people think of unions, there is rarely a neutral perspective. Some will view them as positive and some negative, but, interestingly enough, most have never been in a union or worked in an organization that had one. Clearly, this can contribute to misperceptions, and for public administrators, such misperceptions may contribute to suboptimal outcomes for the organization and the community they serve. It is important public administrators have an objective, fact-based understanding of unions. If you understand unions, you are more likely to be prepared to deal with the challenges they present, to partner with them where possible, and, in the end, to be ready to provide the best services possible to the community.

Unions did not emerge without reason. To understand unions of today, you need to understand how and why unions emerged in the past. That will set the foundation to understand how unions have evolved into what you see today, while also providing insights into where unions are likely to grow in the future. In this unit, you will explore unions of the past, as well as where unions are likely to go in the future. During the remainder of the course, you will explore an arc of topics that takes you from past to the future, delving more deeply into varied union-related issues during each unit.

Learning Activities

u01s1 - Studies

Readings

Use your *Labor Relations* text to read the following:

- Chapter 1, "Contemporary Labor Relations: Objectives, Practices, and Challenges," pages 1–20.
- Chapter 13, "What Should Labor Relations Do?," pages 465–489.

u01s1 - Learning Components

- Identify features of the contemporary U.S. labor relations system.
- Explain the pressures on the U.S. labor relations system.

u01s2 - Preparing for Presentations

Public administrators are often called upon to present to colleagues or outside groups. To provide you with practice with your presentation skills, you will be required to create a PowerPoint presentation in place of your normal discussion post in Units 4 and 10. You may choose to record your presentation using Kaltura or similar software.

To prepare for this, take some time to review the first discussion in Unit 4 and second discussion in Unit 7. You may also find the [Guidelines for Effective PowerPoint Presentations \[PPTX\]](#) helpful when creating your PowerPoint presentation.

Using Kaltura

If you choose to record your presentation, complete the following between now and Unit 4:

- Set up your microphone, using the installation instructions provided by the manufacturer.
- Practice using the microphone to ensure the audio quality is sufficient.
- Review the information in the [Using Kaltura](#) tutorial.

Note: If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact DisabilityServices@Capella.edu to request accommodations.

u01s3 - Discussion Expectations

Read the discussion participation scoring guide to learn how the instructor will evaluate your discussion participation throughout this course. Also, review [Creating Strong Discussion Posts \[PDF\]](#).

As noted in the Course Summary, initial discussion posts are due in the middle of the unit and responses are due by the third day after the initial post.

Initial Discussion Posts

Following are guidelines for your initial discussion posts:

- Be sure your initial discussion posts in this course are at least 250 words each and include relevant examples and supporting evidence dated within the past five years. All other references must be cited using current APA style and formatting.
- Include one academic resource in addition to the materials assigned in this course to support your reasoning.
- Complete your initial discussion post by the middle of the unit.

Response Guidelines

Following are guidelines for your responses to other learners' posts:

- Be sure your response to other learners' posts is at least 125 words. Support your reasoning with one academic resource in addition to the materials assigned in this course.
- Keep in mind that the objective of your response post is to stimulate discussion, to promote an exchange of ideas among learners, and, most importantly, to generate a sense of community in the courseroom.
- Be sure your response must be made by the third day after the initial discussion post.

u01d1 - Contemporary Views of Unions

When you think of unions, some images or feelings might readily emerge. Some of your perceptions and preexisting beliefs might be based on personal experience, but some of it might be tied to what we see in the popular media (that is, books, films, and television) or the news media. As public administrators who may be tasked to work with unions comprising public employees, or who might work with contracted services who have a unionized workforce, or who might find union groups in the community are important stakeholders in various projects or initiatives, it is important that you have a more comprehensive, more balanced views of unions, which will help you to bridge the gaps between labor and management and between public administration and the community, which will support more effective public service.

In this discussion:

- Describe any experience you might have had as a union member.
- Describe any experience you might have had working with a union, though not a member.
- Describe your perceptions about unions, providing insight into your view of their role from their perspective and your view of their role from that of a public administrator.

Note: While discussions must generally be tied to credible sources, this discussion seeks your personal opinion. If you make a statement of objective fact, you must cite it, but no credible sources are required for this discussion.

Your initial discussion post should be 250–750 words in length.

Response Guidelines

Review the posts of your peers and respond to at least one, using one of the following approaches:

- Identify knowledge gaps or unknowns that were not considered in your peer's post.
- Identify an assumption on which the post seems to be based, and pose a useful alternative or contrasting approach based on a different assumption.
- Ask a probing question.
- Elaborate on a particular point.

Your response post should be at least 150 words and substantive in nature. If you are responding with a personal perspective or an example from your workplace experience, be sure to focus on both the theoretical and practical implications. Cite all sources in current APA style.

Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

Creating Strong Discussion Posts [PDF]

u01d1 - Learning Components

- Provide insight into perceptions about unions from different roles.
- Apply graduate-level skill in research, writing, and critical thinking.
- Apply knowledge of APA citation style.

u01d2 - What Should Labor Relations Do in the Future?

Modern labor unions have evolved from those that emerged in the late 19th century. In your unit readings, you explored materials on what labor relations should do. Clearly, most in the community agree employees should be fairly compensated, should have a reasonable expectation to work in a safe workplace, and should be able to work in an environment where they are treated with respect and dignity. Much of this is not tied to unions, but to evolving social beliefs on the rights and expectations of individuals within our society.

In this discussion:

- Describe what societal expectations related to employee working conditions might be in years to come.
 - Provide an example.
- Describe what leadership of public organizations might do to try to meet those changing societal expectations, in part or in whole.
- Describe how leadership of public organizations might try to work with employee groups, include unions, to meet evolving societal perspectives regarding how employees should be treated in the workplace.

Your initial discussion post should be 250–750 words in length.

Response Guidelines

Review the posts of your peers and respond to at least one, using one of the following approaches:

- Identify knowledge gaps or unknowns that were not considered in your peer's post.
- Identify an assumption on which the post seems to be based, and pose a useful alternative or contrasting approach based on a different assumption.
- Ask a probing question.
- Elaborate on a particular point.

Your response post should be at least 125 words and substantive in nature. Support your views with references to assigned readings as well as to other theoretical, empirical, or professional literature. If you are responding with a personal perspective or an example from your workplace experience, be sure to focus on both the theoretical and practical implications. Cite all sources in current APA style.

Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

Creating Strong Discussion Posts [PDF]

u01d2 - Learning Components

- Describe societal expectations related to employee working conditions in the future.
- Describe how leadership of public organizations would attempt to work with employee groups to meet evolving societal perspectives regarding employee treatment in the workplace.
- Apply graduate-level skill in research, writing, and critical thinking.
- Apply knowledge of APA citation style.

Unit 2 >> Working With Public Sector Unions

Introduction

Modern human resource management theories stress the importance of working with employees, partnering with them to achieve a greater good. These theories suggest this should not be manipulation of resources, but a true engagement of others in a collaborative manner. Such a mindset differs greatly from the perspective of organizational managers in the late 19th and early 20th centuries when unions formed.

In this unit, you will further explore the potential public administrator perspectives related to the positives and negatives a unionized workforce might bring to the workplace. In your considerations of the materials in this unit, it is important that you explore the concept of unions in a balance, fact-based manner. Additionally, you may find it valuable to consider how you might work with organized groups of labor. If a union exists in your organization, or if one forms during your tenure, you will be expected to work with them in an effective manner, achieving organizational aims. Identifying and leveraging potential positives of working with a union may be helpful to your achieving success in your public administrator role.

Learning Activities

u02s1 - Studies

Readings

Use your *Labor Relations* text to read the following:

- Chapter 2, "Labor Unions: Good or Bad?," pages 27–53.

Use the Capella University Library to read the following:

- Rubinstein, S. A., & McCarthy, J. E. (2016). [Union–Management partnerships, teacher collaboration, and student performance](#). *ILR Review*, 69(5), 1114–1132.

u02s1 - Learning Components

- Describe the role of labor unions in the employment relationship.
- Describe how mainstream economics, human resource management, industrial relations, and critical or Marxist industrial relations contribute to the schools of thought about the employment relationship.

u02s2 - Assignment Preparation

You are encouraged to refer to the APA manual to ensure you are citing all your sources appropriately in your assignment, as this is part of the grading requirements.

You may also use Academic Writer for guidance in using proper APA style. Review the [APA Style and Format](#) section of the Writing Center for instructions on accessing and using Academic Writer.

Unit 3 Assignment

Your first assignment is due in Unit 3. Read the assignment instructions and scoring guide and familiarize yourself with the requirements and grading criteria. Start conducting research on the history of unions in the early 20th century.

u02d1 - Positive and Negative Perspectives

Many people have a very strong view of unions, even if they have never been a member of one, nor have any experience with unionized employees. These perceptions are often very value-laden, and, as such, are often highly subjective.

In this discussion, you will explore the broader view of unions from both perspectives. Perspective is an important skill to have in any setting, but particularly in public sector organizations where one must serve any number of stakeholder groups within a community, some of who will be at odds with one another from issue to issue. This can be a challenge for some, depending upon the strength of your preexisting views, so try to be as objective as you can in considering this from both perspectives.

In this discussion:

- Provide insights into the potential advantages a union might bring to the workforce, the organization, and the community.
 - Provide at least one example to illustrate your argument.
- Provide insights into the potential disadvantages a union might bring to the workforce, the organization, and the community.
 - Provide at least one example to illustrate your argument.

Your initial discussion post should be 250–750 words in length.

Response Guidelines

Review the posts of your peers and respond to at least one, using one of the following approaches:

- Identify knowledge gaps or unknowns that were not considered in your peer's post.
- Identify an assumption on which the post seems to be based, and pose a useful alternative or contrasting approach based on a different assumption.
- Ask a probing question.
- Elaborate on a particular point.

Your response post should be at least 125 words and substantive in nature. Support your views with references to assigned readings as well as to other theoretical, empirical, or professional literature. If you are responding with a personal perspective or an example from your workplace experience, be sure to focus on both the theoretical and practical implications. Cite all sources in current APA style.

Course Resources

Graduate Discussion Participation Scoring Guide

APA Style and Format

Creating Strong Discussion Posts [PDF]

u02d1 - Learning Components

- Provide insights into advantages and disadvantages that a union would bring to a workforce.
- Apply graduate-level skill in research, writing, and critical thinking.
- Apply knowledge of APA citation style.

u02d2 - Public Administrator Perspectives

As a public administrator, you may be engaged in an organization that has a union at some point during your career. To succeed in such a position, it is important to have a clear view of the role you might play in engaging with the unionized workforce, if you are to succeed. This can be somewhat challenging as public administrators play differing roles. For example, you are an employer, and must be able to work with employees to achieve a mission in an effective and efficient manner. Also, you may have legal obligations to work with unionized employees within some form of rigid framework based upon a contract and relevant law. Later in the course, you will explore some of these points in greater detail, but for this discussion, you will consider the potential conflicts you might face.

In this discussion, address the following:

- What are potential challenges faced in trying to develop a collaborative, team-based environment, characteristic of modern organizational theories when attempting to balance a leadership role with the more formal, potentially conflicting roles of reflective of labor-management relations?
- How would an imbalance in these roles negatively affect organizational outcomes, contributed to suboptimal outcomes for the community?
 - Provide an example to illustrate your point.
- How would you minimize potential challenges tied to role conflict in the workplace?
 - Provide an example to illustrate your argument.

Your initial discussion post should be 250–750 words in length.

Response Guidelines

Review the posts of your peers and respond to at least one, using one of the following approaches:

- Identify knowledge gaps or unknowns that were not considered in your peer's post.
- Identify an assumption on which the post seems to be based, and pose a useful alternative or contrasting approach based on a different assumption.
- Ask a probing question.
- Elaborate on a particular point.

Your response post should be at least 125 words and substantive in nature. Support your views with references to assigned readings as well as to other theoretical, empirical, or professional literature. If you are responding with a personal perspective or an example from your workplace experience, be sure to focus on both the theoretical and practical implications. Cite all sources in current APA style.

Course Resources

Graduate Discussion Participation Scoring Guide

APA Style and Format

Creating Strong Discussion Posts [PDF]

u02d2 - Learning Components

- Explain how to minimize potential challenges tied to role conflict in the workplace.
- Apply graduate-level skill in research, writing, and critical thinking.
- Apply knowledge of APA citation style.

Unit 3 >> Unions and Society

Introduction

The modern union movement began in the 19th century, conjoined with the industrial revolution. No longer were workers engaged in agricultural work or tied to small shops—they moved to urban factories characterized by larger, more differentiated workforces, with the roles of owner and manager differentiated as well. At the time, there were no laws related to compensation, workplace conditions, or any of the other laws related to human resources we have become accustomed to in modern society.

During this unit, you will be exploring these historical drivers in greater depth, but will also be reflecting on how society has changed over time, and how this has affected union goals. The need to develop working, professional relationships between labor and management remains the same, but we no longer find notable resistance to child labor laws. Society has changed its views on these issues, which has contributed to changes in relevant laws, which has, in some ways affected the goals of unions. You will still see calls for fair compensation, safe and humane working conditions, and appropriate benefits, but the details have changed because society would no longer accept the types of labor-management relations that existed at the time unions were initially formed.

In this unit, you will be considered how perceptions of the workplace by employees of the time contributed to the development of unions. You might then consider how employee discontent may contribute to the continuance of unions, or unionization of employees in current day public sector organizations.

Learning Activities

u03s1 - Studies

Readings

Use your *Labor Relations* text to read the following:

- Chapter 3, "Historical Development," pages 65–101.

Use the Capella library to read the following:

- Croucher, R., & Wood, G. (2017). Union renewal in historical perspective. *Work, Employment and Society*, 31(6), 1010–1020.

u03s1 - Learning Components

- Identify major events in U.S. labor history.
- Explain why workers have attempted to form unions throughout U.S. history.
- Explain the influences on successes and failures of workers' attempts to form unions.

u03a1 - Development of Unions

Assignment Introduction

In the historical relationship between labor and management, there has been a continuing discussion related to what rights and benefits should employees have, how these rights can be protected, and what rights management has to provide for organizational outcomes without yielding to what some might consider unreasonable demands by labor. To understand modern unions, we must understand how unions developed. We must understand the working conditions at the time, the state of labor-management relations, and societal and economic views on the very concept of unions.

We will be exploring this more in the context of the state of unions in the early 20th century, as that was the state of working conditions when we began to see a rise in the call for formal recognitions of unions and legal protections for such organizations. As we do this, you will find that much of the literature focuses on unions in general, and that will be relevant to our discussions. Over time, you will see a shift in some discussions where the narrative divides approaches into private sector and public sector unions.

To better understand the relationships between labor and management in the past and how those past relationships will affect current labor-management relations, public administrators must understand the development and evolution of public sector unions. Although they are similar in many ways, there are subtle differences in a private and public sector union. However, much of the foundational concepts and approaches are similar, so understanding the broad concepts will help us better when we try to contextualize approaches suitable to public sector settings.

Assignment Instructions

In this assignment, you will explore the history of unions in the United States. In a 3–4-page paper, provide specific insight into the following points:

- Evaluate the working conditions in the early 20th century that originally contributed to the development of unions.

- Evaluate the political and social perspectives that supported or hindered the development of unions, particularly that of public sector unions, in the early 20th century.
- Analyze how compensation and benefits practices were a contributing factor for the development of unions in the early 20th century.

Submission Requirements

Your assignment should meet the following requirements:

- **Written communication:** Written communication should be free of errors that detract from the overall message.
- **APA format:** Resources and citations must be formatted according to current APA style and formatting. When appropriate, use APA-formatted headings.
- **Resources:** Your ideas must be supported with relevant scholarly sources that are dated within the past five years and are properly cited and referenced in current APA style. There is no minimum number of citations for this paper.
- **Length of paper:** 3–4 typed, double-spaced pages, not including the title page, references, and if included, an abstract.
- **Font and font size:** Times New Roman, 12 point.
- **Writing assistance:** Additional resources and support are available through the Writing Center and Smarthinking's free, online tutoring service.

Review the scoring guide for the grading criteria for this assignment.

Course Resources

[APA Style and Format](#)

[Introduction to the Writing Center](#)

[Smarthinking](#)

u03d1 - Historical Drivers of Union Development

The modern union can be said to have evolved from medieval guilds, but they came into their modern framework in the late 19th century based on the social, economic, and political influences of the time. They developed as a response to what many considered poor working conditions—a term that might be defined in any number of ways. To understand the organizational culture and values of a modern union, you must understand their predecessors. Based on your readings, address the following in your post:

- What were perceptions of poor working conditions based upon?
 - Provide examples to support your position.
- What was the perception of labor-management relations at the time in terms of the balance of power and the legal rights of each group?
 - Provide examples to support your position.
- Which of the factors you noted in this discussion, in your opinion, would have most likely been the most important influence on the development of unions?

Your initial discussion post should be 250–750 words in length.

Response Guidelines

Review the posts of your peers and respond to at least one, using one of the following approaches:

- Identify knowledge gaps or unknowns that were not considered in your peer's post.
- Identify an assumption on which the post seems to be based, and pose a useful alternative or contrasting approach based on a different assumption.
- Ask a probing question.
- Elaborate on a particular point.

Your response post should be at least 125 words and substantive in nature. Support your views with references to assigned readings as well as to other theoretical, empirical, or professional literature. If you are responding with a personal perspective or an example from your workplace experience, be sure to focus on both the theoretical and practical implications. Cite all sources in current APA style.

Course Resources

APA Style and Format

Creating Strong Discussion Posts [PDF]

u03d1 - Learning Components

- Explain the basis of perceptions of poor working conditions.
- Apply graduate-level skill in research, writing, and critical thinking.
- Explain the perception of labor-management relations in the late 19th century in terms of the balance of power and legal rights.
- Apply knowledge of APA citation style.

Unit 4 >> Labor Law

Introduction

In the United States, prior to the 20th century, labor law was virtually nonexistent. If the courts did consider such issues, it was usually based upon Common Law precepts from the middle ages, which afforded employees few protections. As organizations grew in size, as labor and management grew further and further apart from how they had been in agricultural settings or small shops, relationships became increasingly conflicted. At times, this conflict was violent on both sides. With greater communications informing the public of labor-management issues across the nation, and with greater focus in the popular culture on urban working conditions, such as in Upton Sinclair's *The Jungle*, the public pressure on legislative bodies to provide some protections for labor began to bear fruit. This has contributed to a stream of laws related human resources, beginning with the National Labor Relations Act. Since then, labor laws focused on labor-management relations, pay, workplace discrimination, workplace safety, and any number of topics have been enacted, further modified by newer legislation or subsequent court decisions. In this unit, you will explore the development of labor law, reflecting upon how it has affected the ability of public administrators to interact with unions on a daily basis.

Learning Activities

u04s1 - Studies

Readings

Use your *Labor Relations* text to read the following:

- Chapter 4, "Labor Law," pages 111–150.

Optional Readings

You may choose to read the following:

- Andrias, K. (2016). The new labor law. *Yale Law Journal*, 126(1), 2–100.

u04s1 - Learning Components

- Identify similarities and differences between U.S. private and public sector laws.
- Explain criticisms of U.S. labor law and possible directions for reform.

u04s2 - Assignment Preparation

Your Unit 5 assignment is due next week. If you have not done so already, read the assignment instructions and familiarize yourself with the grading criteria. Start to conduct research on the effects of changes in legislation on the labor-management relationship.

u04d1 - PowerPoint Presentation: Development of Unions

Assume you are a mid-manager in an organization providing the part of new manager orientation dealing with labor laws. The goal of the presentation is to provide the new manager with some insight into the development of unions within the United States. In doing so, this will set the new manager up for an understanding of what unions want, how unions view the relationship between labor and management, and the legal frameworks for dealing with unions. This basic understanding of unions will be a key part of the foundation for this new manager to engage with unions in the public sector workplace, so it is important they have a clear, balanced understanding of the developments of unions in the United States.

For this discussion, develop the PowerPoint presentation using one of the following two formats:

1. Record a presentation using Kaltura or similar software. This approach uses a PowerPoint presentation that advances itself, accompanied by an audio recording that guides viewers through the presentation. Include a transcript, a detailed outline, or notes—either in the notes area at the bottom of each slide or in a separate document. Post your recording, your PowerPoint slides, and your detailed presentation notes in the discussion area.
2. Create a PowerPoint presentation with a detailed presentation notes section completed. This approach uses a PowerPoint presentation with detailed notes in the notes area at the bottom of each slide. The presentation notes are a transcript of the presentation you would make if showing the presentation to an audience.

Note: If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact DisabilityServices@Capella.edu to request accommodations.

Your presentation must address the following questions:

- What societal and workplace conditions contributed to the development of unions in the United States?
- Why might the National Labor Relations Act be seen as a groundbreaking moment in the history of union development?

The presentation must include:

- Title slide.
- Purpose slide.
- Content slides.
- Summary slide.
- References slide.

For best practices, refer to [Guidelines for Effective PowerPoint Presentations](#), linked in the resources. Be sure to appropriately cite and reference your sources in current APA style.

Response Guidelines

Read the posts of other learners and note the themes that emerge. Respond to at least one other learner by comparing his or her post to your own, and to the broader themes you noted. Please ensure your response mirrors the Faculty Expectations requirements for discussions in terms of deadlines, length, and support with credible sources. Be sure to appropriately cite and reference your sources in current APA style.

Special note: For the PowerPoint presentations, you are also free to provide constructive feedback on the presentation itself. This presentation is not a graded element of the course, but the use of PowerPoint can help you develop professional communications skills that can be of benefit in both the professional and academic realms. Your feedback as a peer can be helpful in refining future PowerPoint presentations.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

[APA Style and Format](#)

[Creating Strong Discussion Posts \[PDF\]](#)

DisabilityServices@Capella.edu

[Guidelines for Effective PowerPoint Presentations \[PPTX\]](#)

[Using Kaltura](#)

u04d1 - Learning Components

- Explain the societal and workplace conditions that contributed to the development of unions in the United States.
- Apply graduate-level skill in research, writing, and critical thinking.
- Explain why the National Labor Relations Act was a groundbreaking moment in the history of union development.
- Apply knowledge of APA citation style.

u04d2 - Labor Laws

During the latter part of the 19th and early part of the 20th centuries, labor unions struggled in some part because they lacked a legal framework to recognize their existence and validity. This changed several decades into the 20th century with the development of a string of labor laws enacted over time. This included the National Labor Act, the Labor Management Relations Act, the Equal Pay Act, the Family Medical Leave Act, and other forms of legislation dealing with compensation, benefits, or workplace conditions such as safety. In this discussion, you are asked to reflect upon the development of labor law, but also on its evolution.

For this discussion:

- Identify any two legislative acts at the local, state, or federal level that may have affected labor-management relations within your community.
 - Discuss the factors that may potentially have influenced the development of each of these legislative acts in its current form.
- Discuss the potential benefits these two acts have for both labor and management.

Your initial discussion post should be 250–750 words in length.

Response Guidelines

Review the posts of your peers and respond to at least one, using one of the following approaches:

- Identify knowledge gaps or unknowns that were not considered in your peer's post.
- Identify an assumption on which the post seems to be based, and pose a useful alternative or contrasting approach based on a different assumption.
- Ask a probing question.
- Elaborate on a particular point.

Your response post should be at least 150 words and substantive in nature. If you are responding with a personal perspective or an example from your workplace experience, be sure to focus on both the theoretical and practical implications. Cite all sources in current APA style.

Course Resources

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[APA Style and Format](#)

[Creating Strong Discussion Posts \[PDF\]](#)

u04d2 - Learning Components

- Discuss the benefits that legislative acts have for both labor and management.
- Apply graduate-level skill in research, writing, and critical thinking.
- Apply knowledge of APA citation style.

Unit 5 >> Labor and Management – Strategies, Structures, and Constraints

Introduction

As you examine labor-management relations, it is common to encounter preconceptions suggesting that unions differ greatly from public-sector organizations; however, there are similarities. It may help you to become a more effective public administrator if you compare and contrast the two groups. Both unions and public sector agencies tend to have a hierarchical organizational structure. Both tend to believe they are mission-oriented—one to serve the community and one to serve its members—which tends to provide a similar mindset for leadership, though one is an internal view and one is

an external view. They both tend to rely on education, influence, and persuasion to achieve their goals, seeking to marshal resources and support to achieve their end. Neither is fundamentally opposed to the other side, but focuses on the needs of their own customers first.

This last point is somewhat confounding for those in human resource management as union members are internal organizational customers, who are a concern of the public sector agency leadership. Both are also subject to any number of constraints, based upon state and federal laws, contracts, local policies, and the ethical standards of the community. The consequences of all this is that both sides will have to apply informal powers to achieve their end, that their activities must recognize the structures and authorities of the other side, and that they must all appreciate and respect the constraints upon their actions, learning to *game the system* to work around constraints in a practical fashion when necessary. Public administrators who understand the structures, dynamics, and constraints of public sector unions will typically be more adept at working effectively with those unions.

Learning Activities

u05s1 - Studies

Readings

Use your *Labor Relations* text to read the following:

- Chapter 5, "Labor and Management: Strategies, Structures, and Constraints," pages 159–186.

Use the Capella library to read the following:

- Doussard, M. (2016). Organizing the ordinary city: How labor reform strategies travel to the US heartland. *International Journal of Urban and Regional Research*, 40(5), 918–935.

u05s1 - Learning Components

- Analyze how the labor relations environment influences and constrains labor relations outcomes.
- Explain the range of management strategies toward labor unions.
- Explain how management strategies relate to human resource and business strategies.

u05a1 - Current Labor Environment

Assignment Introduction

Earlier in the 20th century, we saw Congress create sweeping legislation that protected the rights of workers. Much of what we know about labor-management relationships today is founded upon the National Labor Relations Act. This act provided for the recognition of unions, providing them protections against what many would consider unfair management practices. Over time, we saw other legislative acts at the national level affect the relationship. For example, the Labor Management Relations Act was crafted to create a counterbalance to the National Labor Relations Act, as the Labor Management Relations Act identified and prohibited what many considered unfair union practices.

A host of other legislative acts were created at the local and state levels. The state-level acts are important to anyone trying to understand public sector unions. Many of the federal laws did not cover public sector unions. Many states permit them, many states do not, and some states permit them for some types of employees and not for others in public organizations. Additionally, it is quite common for court cases at both the state and federal levels to create new interpretations of legislative acts, which can clarify some concepts, but might bring chaos into the workplace if they overturn long-standing practices.

Public administrators will have to work closely with their corporate attorneys to better understand how such court decisions may or may not affect their day-to-day functions. In addition to these legislative changes, we have seen societal changes in perceptions of appropriate relationships between labor and management, as well as in common beliefs considering how employees should be treated in an ethical manner. All of these legal and social changes have affected the current labor environment. Effective public administrators tasked with engaging with public sector unions will have an in-depth understanding of relevant labor law, understanding when and how to interact with corporate attorneys to deal with labor-management issues.

Assignment Instructions

In your first assignment, you explored the labor environment when major labor legislation was first enacted. In this paper, you will explore how changes in legislation, as well as changes in modern society, have affected the labor-management relationship.

In a 5–7-page paper, complete the following:

- Evaluate how changes in legal protections for public sector unions have altered the working conditions labor faces.
 - Provide specific examples into how and why some may believe unions have become too powerful.

- Evaluate how changes in societal perspectives of the labor-management relations have altered the working conditions labor faces.
 - Provide specific examples as to how and why this may have minimized the perceived need for unions in many public sector settings.
- Evaluate how changes in leadership have affected the manner in which employers make labor management decisions in modern organizations.
 - Provide examples to illustrate your point.
- Analyze how changes in laws related to compensation, benefits, and working conditions (including safety) have affected the perceived need for union bargaining.
 - Use examples to illustrate your argument.

Submission Requirements

Your assignment should meet the following requirements:

- **Written communication:** Written communication should be free of errors that detract from the overall message.
- **APA format:** Resources and citations must be formatted according to current APA style and formatting. When appropriate, use APA-formatted headings.
- **Resources:** Your ideas must be supported with relevant scholarly sources that are dated within the past five years and are properly cited and referenced in current APA style. There is no minimum number of citations for this paper.
- **Length of paper:** 5–7 typed, double-spaced pages, not including the title page, references, and if included, an abstract.
- **Font and font size:** Times New Roman, 12 point.
- **Writing assistance:** Additional resources and support are available through the Writing Center and Smarthinking's free, online tutoring service.

Review the scoring guide for the grading criteria for this assignment.

Course Resources

[APA Style and Format](#)

[Introduction to the Writing Center](#)

[Smarthinking](#)

u05d1 - Labor and Management Organization

Labor and management are often looked as polar opposites: however, this is not necessarily fact. Most of you will be familiar with the basic organization structures and practices of public sector organizations, but not all are familiar with the same in relation to unions.

Unions tend to follow the same basic organization precepts, with office holders having formal authority, with internal rules, and with external oversight, often in terms of state or national union offices, and may be constrained by law and local practice.

In this discussion:

- Discuss strategies used by labor and management to influence opinion internally and externally to their public sector organizations.
 - Compare and contrast those approaches.
- Discuss at least one potential constraint each on public sector managers.
 - Provide insight into how that constraint developed over time.

Your initial discussion post should be 250–750 words in length.

Response Guidelines

Review the posts of your peers and respond to at least one, using one of the following approaches:

- Identify knowledge gaps or unknowns that were not considered in your peer's post.
- Identify an assumption on which the post seems to be based, and pose a useful alternative or contrasting approach based on a different assumption.
- Ask a probing question.
- Elaborate on a particular point.

Your response post should be at least 150 words and substantive in nature. If you are responding with a personal perspective or an example from your workplace experience, be sure to focus on both the theoretical and practical implications. Cite all sources in current APA style.

Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

Creating Strong Discussion Posts [PDF]

u05d1 - Learning Components

- Discuss strategies used by labor and management to influence opinion to their public sector organizations.
- Discuss constraints on public sector managers.
- Apply graduate-level skill in research, writing, and critical thinking.
- Apply knowledge of APA citation style.

Unit 6 >> Union Organizing

Introduction

Local unions are organized locally. While a national union office may reach out to public sector employees, the public sector employees must take the lead in union organizing. The national offices will remain firmly in support, but recognize the local must have its own leadership. When public sector employees begin organizing efforts, it typically begins on a small scale, with one-on-one contacts between employees with similar concerns. They reach out to the national office for guidance. They will seek out other employees to determine if they are interested. Once sufficient numbers are interested, a union local may form. Even then, it may or may not be recognized as a bargaining unit.

In some states, public sector employees are prohibited from unionizing, while in others some disciplines may, while others may not. State laws also differ in terms of collective bargaining rights for unions. Public administrators and human resource management would be well served to know what they can and cannot do, legally and ethically, to influence to process of union organizing, recognizing the potential pitfalls of resistance to such efforts. You will find it is also valuable to understand the legal recognition of unions, including the process to achieve it or the barriers to it. With such information at hand, you will be well prepared to interact with unions in a meaningful manner, still working to achieve the mission of the public sector agency, serving the needs of the community.

One caveat to consider: In many settings, public sector unions might be organized and part of a greater national union, but still not be recognized as a bargaining unit by government. In essence, the union will have no more standing in the view of the public sector agency as any other informal association of workers. In many such instances, department heads may be barred from interacting with leadership of the union local in any manner that suggests formal recognition. In this unit, you might find it useful to explore state law where you reside or work, determining if public sector unions are recognized, and whether they have collective bargaining rights. Doing so will provide you with clearer insight into how to interact with unions before and after they are organized.

Learning Activities

u06s1 - Studies

Readings

Use your *Labor Relations* text to read the following:

- Chapter 6, "Union Organizing," pages 195–228.

Use the Capella library to read the following:

- Murphy, C. (2016). [Fear and leadership in union organizing campaigns: An examination of workplace activist behavior \[PDF\]](#). *Journal of Workplace Rights*, 6(1), 1–11.

u06s1 - Learning Components

- Explain tactics used to strengthen support for unions.
- Compare advantages and disadvantages of the existing certification election process and options for reform.

u06d1 - Management Response to Organizing Efforts

When employees of a public sector organization begin to organize a union local, they often do so because of a perception of unfair management practices by public administrators. They may face pushback from the organization, as well as from other employees, who hold a differing view, and take the organizing efforts as a personal or professional affront. Public administrators may begin to respond in an unethical or illegal manner, based upon relevant state and local laws.

There are various legal protections for what management may do to defuse a unionization effort. In this discussion, consider how management may respond to such union development efforts in a public sector organization by completing the following:

- Discuss one potential illegal or unethical practice management may attempt to use to stifle union organizing.
 - Provide insight into the potential negative outcomes of engaging in such activities.
- Discuss a management response that would be considered both legal and ethical to resist union organizing efforts within that organization.

Your initial discussion post should be 250–750 words in length.

Response Guidelines

Review the posts of your peers and respond to at least one, using one of the following approaches:

- Identify knowledge gaps or unknowns that were not considered in your peer's post.
- Identify an assumption on which the post seems to be based, and pose a useful alternative or contrasting approach based on a different assumption.
- Ask a probing question.
- Elaborate on a particular point.

Your response post should be at least 150 words and substantive in nature. If you are responding with a personal perspective or an example from your workplace experience, be sure to focus on both the theoretical and practical implications. Cite all sources in current APA style.

Course Resources

Graduate Discussion Participation Scoring Guide

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Creating Strong Discussion Posts [PDF]

u06d1 - Learning Components

- Discuss illegal or unethical practices that management may use to stifle union organizing.
- Discuss management responses that would be considered legal and ethical to resist union organizing efforts within an organization.
- Apply graduate-level skill in research, writing, and critical thinking.
- Apply knowledge of APA citation style.

u06d2 - Learning From Organizing Efforts

When employees attempt to organize into a union, sometimes their efforts are successful, while other times they are not. Regardless of the success or failure of their efforts at that time, management may use this as a learning moment to see how their management and leadership styles are viewed by employees.

By listening objectively to the educational and outreach messages of union organizers seeking to create a union local, management may hear a number of messages, both implicit and explicit. The explicit messages are those tied to the concerns union organizers raise as an argument for the creation of the union local, and may include such points as compensation, safety, or working conditions. The implicit messages must be interpreted based upon what is

not being said. For example, if the union organizers are not voicing concerns related to scheduled hours, they are essentially communicating that such are acceptable.

Whether the organizing efforts succeed or fail, management can still learn from this to become more effective in leading and managing the organization.

In this discussion, complete the following:

- Identify the potential benefits management might accrue by listening to union organizer messages.
 - Explain how doing so in an objective fashion might contribute to more positive outcomes for the organization.
 - Provide an example to illustrate your points.
- Identify the potential problems that might be created if management dismisses employee concerns in the short or long term.
 - Provide an example to illustrate your argument.

Your initial discussion post should be 250–750 words in length.

Response Guidelines

Review the posts of your peers and respond to at least one, using one of the following approaches:

- Identify knowledge gaps or unknowns that were not considered in your peer's post.
- Identify an assumption on which the post seems to be based, and pose a useful alternative or contrasting approach based on a different assumption.
- Ask a probing question.
- Elaborate on a particular point.

Your response post should be at least 150 words and substantive in nature. If you are responding with a personal perspective or an example from your workplace experience, be sure to focus on both the theoretical and practical implications. Cite all sources in current APA style.

Course Resources

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u06d2 - Learning Components

- Identify the potential benefits of management listening to union organizer messages.
- Apply graduate-level skill in research, writing, and critical thinking.
- Identify the potential problems of management dismissing employee concerns in the short or long term.
- Apply knowledge of APA citation style.

Unit 7 >> Bargaining

Introduction

From a broader view of human resource management, the concept of bargaining with employees might seem antithetical. We might partner with them, seeking to develop a coherent, collaborative approach, but we do not bargain, which suggests a quid pro quo arrangement.

When unions have collective bargaining rights, they have the lawful ability to negotiate a contract with their employers, and this might apply equally both to public and private sector employees, depending on relevant law. Typically, the negotiations that lead to a contract to require bargaining. Common areas around which bargains are struck are compensation, benefits, and working conditions. The term *working conditions* may cover a multitude of topics, including safety, discipline, and other workplace concerns. Some areas will be considered management rights, including many operational and administrative functions, including planning, finance, and promotions.

Public administrators who are effective in the bargaining process will enter negotiations with a clear view of what the public sector agency needs to achieve organizational goals, what topics are considered management rights (which means they will not be subject to negotiation), and what areas where negotiation is possible. While some in the leadership of the public sector organization may be hesitant to bargain with employees, the human resource management perspective is somewhat mixed. While human resources do represent the authority of the organization, they also seek to build bridges with employees, trying to find means to partner with them, reflective of many modern theories of leadership.

There is a recognition that a well-struck bargain can create a sense of unified mission and a shared sense of acceptable, transparent practices, which can be just as beneficial to the public sector agency as it is to the union itself. If the contract minimizes conflict between labor and management, it might be possible to remain focused on the organizational mission, providing the highest levels of service delivery possible.

Learning Activities

u07s1 - Studies

Readings

Use your *Labor Relations* text to read the following:

- Chapter 7, "Bargaining," pages 237–267.

u07s1 - Learning Components

- Explain various types of bargaining structures.
- Explain the legal parameters of the U.S. bargaining process.
- Explain subprocesses of bargaining and their purposes.

u07s2 - Riverbend City: Contract Negotiation Preparation

Click **Riverbend City: Contract Negotiation Preparation** to complete the multimedia presentation.

- Engage in a quick simulation that will give you the opportunity to view the preparation for a contract negotiation from multiple perspectives. You will use the information to reflect on the various aspects of contract negotiation, such as non-negotiables, the risks of a too rigid or too vague contract, and the consequences of a positive relationship with a union.
- Be sure to download the reflection questions at the end of the activity, as you will use the information for the second discussion in this unit and the Unit 8 assignment.

u07s3 - Assignment Preparation

Your Unit 8 assignment is due next week. If you have not done so already, read the assignment instructions and familiarize yourself with the grading criteria. Start to conduct research on the contract negotiation process with modern public sector unions.

u07d1 - Bargaining Terms

When labor and management negotiate a union contract, whether it be the initial contact or a contract renewal, the discussions are not on one-on-one. Instead, the union and management leadership will create a team to conduct the bargaining negotiations. The size of the team may vary, but one consistent theme is that each team will be composed of people with differing viewpoints, skill sets, and opinions on how to approach the negotiations. Both sides will typically bring someone who represents the leadership of their group—the union or the public agency, an attorney, an experienced negotiator, and someone new to the negotiations.

For this discussion:

- Identify the potential benefits each side might garner from involving a diverse bargaining team.
 - Provide specific examples associated with the integration of at least one specific role (that is, representative of organizational leadership, attorney, human resource management representative, experienced negotiator, or novice negotiator).

- Discuss the potential negative outcomes for a public agency if they do not integrate an attorney or a human resource management representative in their bargaining teams.
 - Provide an example to illustrate your position.

Your initial discussion post should be 250–750 words in length.

Response Guidelines

Review the posts of your peers and respond to at least one, using one of the following approaches:

- Identify knowledge gaps or unknowns that were not considered in your peer's post.
- Identify an assumption on which the post seems to be based, and pose a useful alternative or contrasting approach based on a different assumption.
- Ask a probing question.
- Elaborate on a particular point.

Your response post should be at least 125 words and substantive in nature. Support your views with references to assigned readings as well as to other theoretical, empirical, or professional literature. If you are responding with a personal perspective or an example from your workplace experience, be sure to focus on both the theoretical and practical implications. Cite all sources in current APA style.

Course Resources

Graduate Discussion Participation Scoring Guide

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u07d1 - Learning Components

- Identify benefits of involving a diverse bargaining team.
- Apply graduate-level skill in research, writing, and critical thinking.
- Discuss the negative outcomes for a public agency if an attorney or a human resource management representative is not integrated in a bargaining team.
- Apply knowledge of APA citation style.

u07d2 - PowerPoint Presentation: Preparing for Contract Negotiations

When entering contract negotiations, it is important for each team—the one presenting the union and the one representing the public agency—to prepare. For the public agency, this will involve a number of activities, including determining what the agency has to have to meet their mission, what the agency cannot accept, and what the agency might be willing to bargain on in the negotiations. It is also important they understand the differing perspectives on the contract each member of the team brings to the negotiating table, as this will support them providing a unified message.

For this discussion, you are to assume the role of an experience management negotiator preparing a PowerPoint presentation for a novice management negotiator who will soon be engaged in their first contract negotiations with union officials.

In this presentation, address the following points:

- Discuss the potential benefits that might be accrued in the bargaining efforts if the negotiating team has prepared well for the face-to-face meeting with the union negotiating team, providing an example to illustrate your point.
- Discuss the potential negative effects on the bargaining efforts if an individual member of the public agency negotiating team begins to inject his or her personal values and beliefs into the negotiation talks, providing an example to illustrate your position.

Develop the PowerPoint presentation using one of the following two formats:

1. Record a presentation using Kaltura or similar software. This approach uses a PowerPoint presentation that advances itself, accompanied by an audio recording that guides viewers through the presentation. Include a transcript, a detailed outline, or notes—either in the notes area at the bottom of each slide or in a separate document. Post your recording, your PowerPoint slides, and your detailed presentation notes in the discussion area.
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Note: If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact DisabilityServices@Capella.edu to request accommodations.

The presentation must include:

- Title slide.
- Purpose slide.
- Content slides.
- Summary slide.
- References slide.

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Response Guidelines

Be sure to appropriately cite and reference your sources in current APA style. Read the posts of other learners and note the themes that emerge. Respond to at least one other learner by comparing their posts to your own, and to the broader themes you noted. Please ensure your response mirrors the Faculty Expectations requirements for discussions in terms of deadlines, length, and support with credible sources.

Special note: For the PowerPoint presentations, you are also free to provide constructive feedback on the presentation itself. This presentation is not a graded element of the course, but the use of PowerPoint can help you develop professional communications skills that can be of benefit in both the professional and academic realms. Your feedback as a peer can be helpful in refining future PowerPoint presentations.

Course Resources

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[Guidelines for Effective PowerPoint Presentations \[PPTX\]](#)

[Riverbend City: Contract Negotiation Preparation | Transcript](#)

[Using Kaltura](#)

u07d2 - Learning Components

- Discuss benefits in the bargaining efforts if the negotiating team is well-prepared for meeting with a union.
- Apply graduate-level skill in research, writing, and critical thinking.
- Discuss negative effects on personal beliefs being voiced during the bargaining process.
- Apply knowledge of APA citation style.

Unit 8 >> Impasses, Strikes, and Dispute Resolution

Introduction

Most labor-management relations are productive. While there will always be some level of conflict based on differing goals and objectives, it is usually possible to keep each side of the equation satisfied. However, at times, impasses arise, either during bargaining negotiations or during the day-to-day administration of the union contract. This can contribute to a breakdown in the relationships between labor and management. When you think of unions, you may think of strikes, but there are a number of job actions which unions might engage in as a means of applying pressure to the public sector agency:

- **Strikes:** Unionized employees walk out of the workplace, often picketing the work site. They are withholding their labor until their demands are met. Such behavior may be considered legal in some states.
- **Sick-out:** In some settings, strikes are barred by law. It is not uncommon for union members to phone in sick in large numbers. Many organizations do not require medical notes, at least for short periods, which provides unions with an effective means of withholding labor, but in a manner that

does not visibly conflict with the law. It could be considered unethical behavior, as it is a means to avoid being charged with breaking the law, and it is often difficult for management to prove anything.

- **Working to the rule:** In this type of job action, union members do only the minimum. No contract or set of internal rules and regulations can encompass all organizational activities. Taking advantage of this, union members may do only what is specifically required. Organizations may respond to this with a typical clause in the job description concerning additional assigned duties, but that means someone has to specifically direct each employee on each task, which would be problematic at best. Such an action is typically not illegal, and it is not possible to discipline an employee who does the minimum the organization requires.

Effective public administrators will understand the subtle differences between these types of job actions, making them more likely to find means to address them. Resolving disputes will require an understanding of what job actions are taking place, providing some insight into how to respond to them. Even then, dispute resolution might be more than two people discussing the issue. Based upon the union contract, while there is likely to be some form of meet-and-confer clause, requiring the two sides to discuss the issue formally, it is not uncommon to find either the judicial system, through law suits, or some form of arbitration, perhaps even binding arbitration, is a necessary recourse at some point, based on the contract and relevant law. Public administrators should be cognizant of all of these concepts. While it will be desirable to prevent conflict from escalating to this point, it might happen, so public administrators and human resource managers should prepare themselves for approaching such contentious circumstances.

Learning Activities

u08s1 - Studies

Readings

Use your *Labor Relations* text to read the following:

- Chapter 8, "Impasses, Strikes, and Dispute Resolution," pages 273–300.

Use the Capella library to read the following:

- Eisenberg-Guyot, J., & Hagopian, A. (2018). [Right-to-work-for-less: How Janus v. AFSCME threatens public health](#). *New Solutions: A Journal of Environmental and Occupational Health Policy*, 28(3), 392–399.

u08s1 - Learning Components

- Evaluate third-party dispute resolution mechanisms.
- Describe types of strikes and lockouts, their roles in labor relations, and their legal restrictions.

u08s2 - Unit 10 Assignment Preparation

In Unit 9, you will be expected to share a draft of your final assignment with your peers. The intent is for each of you to provide peer feedback on draft materials with one another and insight into how to refine your draft materials for submission of the final paper. It is not expected that you will have the final paper complete in all ways—post what you have, but the more complete the work is in content and presentation, the more effectively your peer will be able to provide feedback. In this unit, be sure to read the assignment instructions and grading criteria for the Unit 10 assignment so you can begin your work on your draft for the Unit 9 discussion.

u08a1 - Union Contracts

Assignment Introduction

To many, the concept of the union contract appears to be a vast, dark unknown that limits and controls the ability of anyone to act in a setting covered by a union contract. This is more myth than reality.

There are a number of points to consider when looking at the contracting process. First, the contract is an agreement that must be signed off by both parties; while both sides may be able to bring pressure to bear on the process, in the end, it is a negotiated contract. Both sides have to agree to it or it will not be finalized. There are some workplace decisions that are considered management rights, which are not covered in contracts. Management

rights might very well include functions such as determining appropriate workplace performance standards, certain staffing decisions, or any decision related to the successful outcome of the organization.

Typically, a labor contract will focus on compensation, benefits, and working conditions. The first two of these concepts are relatively straightforward, while the latter is more complex. Working conditions can include safety, but it can also include some discussions related to promotion, to how union grievances are conducted, or to anything else both parties wish to bring into the discussion. In this assignment, you will explore what each side wants to get out of a contract, and the potential benefits and costs each side might face if the contract is to one-sided. An understanding of these points will better prepare public administrators in their engagement with public sector union officials in a real-world environment.

Assignment Instructions

In a 5–7-page paper, complete the following:

- Evaluate the concerns a modern public sector union would bring to the negotiating table during contract negotiations.
 - Provide specific examples of the potential costs and benefits that would be experienced if the concerns either are addressed or unaddressed in the contract.
- Evaluate the concerns a modern public administrator would bring to the negotiating table during contract negotiations.
 - Provide specific examples of the potential cost and benefit that might be experienced if the concerns are addressed or are not addressed in the contract.
- Evaluate how labor and management would be concerned with how decisions are made within the workplace.
 - Consider the perspective of a contractual agreement and the perspective of modern leadership theories that argue for greater collaboration between leaders and followers in the workplace.
- Analyze how current legislation related to compensation, benefits (including health care), and working conditions (including safety) would affect the content of contract negotiations and the provisions of a final document.

Submission Requirements

Your assignment should meet the following requirements:

- **Written communication:** Written communication should be free of errors that detract from the overall message.
- **APA format:** Resources and citations must be formatted according to current APA style and formatting. When appropriate, use APA-formatted headings.
- **Resources:** Your ideas must be supported with relevant scholarly sources that are dated within the past five years and are properly cited and referenced in current APA style. There is no minimum number of citations for this paper.
- **Length of paper:** 5–7 typed, double-spaced pages, not including the title page, references, and if included, an abstract.
- **Font and font size:** Times New Roman, 12 point.
- **Writing assistance:** Additional resources and support are available through the Writing Center and Smarthinking's free, online tutoring service.

Review the scoring guide for the grading criteria for this assignment.

Course Resources

[APA Style and Format](#)

[Introduction to the Writing Center](#)

[Smarthinking](#)

Riverbend City: Contract Negotiation Preparation | Transcript

u08d1 - Participating in Union Actions

While many may consider a strike to be the only weapon of a union, there are many union strategies that might be used in response to what the union might consider an intolerable management practice. These may include a work slowdown, working to the rule, a sick out, a strike, a lawsuit, or some more nontraditional activity. It will be important for public sector officials to recognize the potential effects of any of these union actions on the efficacy and image of the organization, as well as how either to minimize or resolve the dispute in an effective manner.

For this discussion:

- Identify the potential internal and external negative effects on a public sector organization from any type of union action.
 - Provide examples to support your argument.
- Identify one formal or informal response public sector managers might use to minimize or resolve a dispute with the union.
 - Provide insights into the potential strengths and weaknesses from the identified response.

Your initial discussion post should be 250–750 words in length.

Response Guidelines

Review the posts of your peers and respond to at least one, using one of the following approaches:

- Identify knowledge gaps or unknowns that were not considered in your peer's post.
- Identify an assumption on which the post seems to be based, and pose a useful alternative or contrasting approach based on a different assumption.
- Ask a probing question.
- Elaborate on a particular point.

Your response post should be at least 125 words and substantive in nature. Support your views with references to assigned readings as well as to other theoretical, empirical, or professional literature. If you are responding with a personal perspective or an example from your workplace experience, be sure to focus on both the theoretical and practical implications. Cite all sources in current APA style.

Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

Creating Strong Discussion Posts [PDF]

u08d1 - Learning Components

- Identify responses that public sector managers would use to minimize or resolve a dispute with a union.
- Apply graduate-level skill in research, writing, and critical thinking.
- Identify potential negative effects on a public sector organization from any type of union action.
- Apply knowledge of APA citation style.

Unit 9 >> Union Contract Management

Introduction

In earlier units, you explored the development of contracts. You touched upon union contracts in your discussion of union strategies, as well as in topics such as union impasses, and dispute resolution. A union contract, much like any other contract, is a mutual agreement between parties—in this case, labor and management. Neither side is forced into it, but once signed, the signatories are expected to abide by the contract.

In this unit, you will explore the manner in which a contract may frame how you can and cannot respond to changes in the workplace, irrespective of perceived need and urgency. For example, many union contracts include discussion of an approved grievance policy wherein employees may appeal the decisions of management—in this case, the decisions of public administrators, supported by human resource management, to discipline employees. Should there be a form of flaw identified in the process, one that was not identified earlier during the negotiations, it is not always easy to address. The contractual revision process requires a renegotiation of that aspect of the contract, which can take time and may require additional financial support that was not previously considered.

When public administrators have a contract to work with, it may provide some benefits. The contract may provide a clear, transparent means for approaching issues such as compensation, worker benefits, or some other point specifically integrated into the actual agreement. Being signed by both labor and management, it can reduce conflict as both sides have already agreed on how to address any kind in those areas. On the other hand, there is the potential for one side or the other to include, intentionally or unintentionally, some clause with unanticipated consequences. If it cannot be addressed in the bargaining phase of negotiations, the clause may create troubles further down the road. This is one reason it is critical to have both human resource management personnel who specialize in union relationships and a corporate attorney familiar with the documents examine the contract to minimize the potential for the integration of a troublesome clause into it.

Once the contract is signed, public administrators must learn to work with in it, using the contractual arrangements to the benefit of the organization and the ultimate benefit of the community the public agency serves. Ultimately, that must be the focal point. We need to find a means to serve the public as best we can, not finding ourselves having to live with a contract that limits our efficacy or efficiency in the delivery of services to the public.

Learning Activities

u09s1 - Studies

Readings

Use your *Labor Relations* text to read the following:

- Chapter 9, "Contract Clauses and Their Administration," pages 309–345.

Optional Readings

You may choose to read the following:

- Rushin, S. (2017). Police union contracts. *Duke Law Journal*, 66(6), 1191–1261.

u09s1 - Learning Components

- Analyze how pressures are changing the nature of U.S. union contracts and how they are administered.
- Explain contractual provisions that affect unions members and employers.
- Explain the significance of grievance arbitration in U.S. labor relations.

u09s2 - Assignment Preparation

Your final assignment for the course is due next week. If you have not done so already, read the assignment instructions and familiarize yourself with the grading criteria.

u09d1 - Practical Contract Management

A union contract is created and signed by the leadership of the labor organization and the public sector organization, but it will have an influence on activities of all public sector managers in the organization. While public sector managers are expected to be familiar with the rules and policies of their department and local government, some might argue it would also be beneficial for those public managers to be familiar with the union contract. The argument for this is it will help them approach issues in such a manner as to not act in conflict with the contract, thereby minimizing the development of union grievances against the public sector organization. The argument against it is that public sector managers should be focused on doing their job based on the rules and expectations of the organization, not the dictates of the union. This might be further complicated in organizations where front-line and sometimes mid-level managers may be members of the union as well.

For this discussion:

- Discuss the potential benefits that might emerge from educating all public sector managers at all levels of the organization in the specific points of the union contract.
 - Provide examples to illustrate your points.
- Discuss the potential challenges associated with having front-line supervisors being members of the union in terms of day-to-day management and discipline of employees.
 - Provide an example to illustrate your argument.

Your initial discussion post should be 250–750 words in length.

Response Guidelines

Review the posts of your peers and respond to at least one, using one of the following approaches:

- Identify knowledge gaps or unknowns that were not considered in your peer's post.
- Identify an assumption on which the post seems to be based, and pose a useful alternative or contrasting approach based on a different assumption.
- Ask a probing question.
- Elaborate on a particular point.

Your response post should be at least 125 words and substantive in nature. Support your views with references to assigned readings as well as to other theoretical, empirical, or professional literature. If you are responding with a personal perspective or an example from your workplace experience, be sure to focus on both the theoretical and practical implications. Cite all sources in current APA style.

Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

Creating Strong Discussion Posts [PDF]

u09d1 - Learning Components

- Discuss challenges associated with front-line supervisors as members of a union.
- Apply graduate-level skill in research, writing, and critical thinking.
- Discuss benefits of educating public sector managers at all levels of an organization in the specific points of a union contract.
- Apply knowledge of APA citation style.

u09d2 - Peer Review of Drafts

To provide each of you greater support in developing a strong final paper, each of you is asked to post a draft of your final paper as your initial post for this discussion. Each of you is asked to *claim* the initial post of at least one other learner. Please try to claim a paper of a learner no one else has yet claimed before being the second person to claim a specific paper, if at all possible. We wish to try to create an environment where all of you have an opportunity to get appropriate feedback in a timely manner.

You are asked to provide a draft of your paper, whatever the current state it is in, as your initial post. It is not necessary to post anything else in the textbox. The document itself will count as your post and your references.

Response Guidelines

Each of you is asked to review the draft final paper of at least one peer in the class. Feedback is of the greatest value when it is clear and specific. Please try to provide specific insights into what you thought was covered well, what could be covered better, and what you believe is not covered but should have been. Also, please feel free to share any insights into any refinements you are recommending for the APA formatting or general writing.

Please keep in mind, people will still be working on these papers—they are works in progress. However, try to be as clear and specific as you can be in your feedback, and you will be providing the greatest value to your peers. When one does this type of activity, it not only helps you to refine your critical thinking skills, but it also affords the opportunity to provide peer-to-peer support, in the end making you more critical of your own work as you consider the feedback provided to others as a means for reframing or refining anything you have done.

Course Resources

Graduate Discussion Participation Scoring Guide

u09d2 - Learning Components

- Provide peer feedback to refine critical thinking skills and writing performance.
- Apply graduate-level skill in research, writing, and critical thinking.
- Apply knowledge of APA citation style.

Unit 10 >> The Future of Labor-Management Relations

Introduction

Throughout this course, you have explored the development of unions in the United States. The experience in the United States largely mirrors the general trends of union development in other countries. Beginning in the Industrial Revolution, the dynamics of the relationship between employer and employee changed as organizations grew larger and more complex. Many workers felt they were being treated unfairly, and finding strength in unity, they organized unions to work on their behalf in their exchanges with management.

Over the intervening decades between then and now, labor law has evolved greatly, and is to evolve with new laws and new interpretations of the courts. Over the intervening decades, societal expectations related to the appropriate treatment of employees has evolved, as have theories related to effective leader-follower relationships. Collectively, the changes over the past few decades greatly changed the workplace in the public and the private sector. Some of the initial driving forces for union development in the late 19th century no longer exist, but some issues remain, and new issues are likely to emerge over time. Public administrators will be tasked with learning how to engage effectively with the unions in the workplace in those areas where public sector unions are permitted.

While union membership has ebbed and flowed over time, there is no reason to believe unions are close to fading from the landscape in either the public or the private sectors. Public sector human resource management must be able to support the achievement of the organizational mission. Part of that will be, in many settings, working with the unions. To be successful, public administrators will be required to identify current and future trends in labor-management relations. They must learn to adapt to these changing situations, learning how to work with unions in an effective and efficient manner. A failure to do so might contribute to suboptimal outcomes for the community, and that should not be tolerated.

Reflecting upon how unions developed, how they have evolved, and how society currently views the workplace—considering political, economic, social, and technological trends—may be a valuable activity for public administrators at all levels. In this unit, you will explore global trends in union activity, reflecting upon how unions have changed up to this date, how they are likely to change in the future, and how public administrators will likely have to evolve their approaches to remain current and effective in their fields.

Learning Activities

u10s1 - Studies

Readings

Use your *Labor Relations* text to read the following:

- Chapter 10, "Flexibility, Empowerment, and Partnership," pages 355–380.
- Chapter 11, "Globalization and Financialization," pages 387–416.

u10s1 - Learning Components

- Explain conflicts between labor-management partnerships and traditional model of unionism.
- Describe the pressures for increased employee empowerment and labor-management partnerships in the contemporary environment.
- Describe the debate over new forms of participatory work.
- Describe the debate over nonunion employee representation.

u10a1 - Working With Unions Now and in the Future

Assignment Introduction

Today's social and economic conditions in the workplace differ greatly from when unions developed. Over time, changing societal and economic conditions have affected perspectives on the value a union might bring to the workplace, as well as what roles they might have in the future. Laws and regulations dealing with compensation, benefits, and working conditions have been developed, which address many of the concerns unions dealt with in the past.

Despite this, unions have continued. Private sector union membership has ebbed, but public sector unions are still robust in many areas. This assignment calls for you to consider what issues public sector unions are likely to face now and in the future, what perceived value they might have in the workplace of the future, and how changing mindsets, societal values, and an evolving legal and regulatory environment will impact public administrators seeking to work effectively with public sector unions in the future.

Assignment Instructions

In previous assignments, you explored the development and evolution of unions from past to present. In this assignment, you will reflect upon the continued evolution of unions into the future. In an 8–10-page paper, complete the following:

- Evaluate the workplace issues unions are likely to address now and in the future.
 - Provide examples to support your arguments.
- Evaluate how public and private sector unions are viewed differently today and how they may be viewed differently in terms of relevance and function in the future.
- Consider that historically, disputes between labor and management have been resolved in a contentious manner. Evaluate how dispute resolution between labor and management will evolve in the future, based upon modern leadership theories and changing expectations of labor-management relations in the workplace and society.
- Consider that when unions were initially formed, compensation and benefits were largely unregulated by law. Analyze how evolving legislation and regulatory acts at the local, state, and federal levels have affected the relevance of public sector unions.
 - Provide analysis of how the public sector union role in this area will evolve over time.

Submission Requirements

Your assignment should meet the following requirements:

- **Written communication:** Written communication should be free of errors that detract from the overall message.
- **APA format:** Resources and citations must be formatted according to current APA style and formatting. When appropriate, use APA-formatted headings.
- **Resources:** Your ideas must be supported with relevant scholarly sources that are dated within the past five years and are properly cited and referenced in current APA style. There is no minimum number of citations for this paper.
- **Length of paper:** 8–10 typed, double-spaced pages, not including the title page, references, and if included, an abstract.
- **Font and font size:** Times New Roman, 12 point.
- **Writing assistance:** Additional resources and support are available through the Writing Center and Smarthinking's free, online tutoring service.

Review the scoring guide for the grading criteria for this assignment.

Course Resources

[APA Style and Format](#)

[Introduction to the Writing Center](#)

[Smarthinking](#)

u10d1 - The Future of Labor-Management Relations

Throughout the course, you have explored unions, focusing primarily on concepts related to public administrators being able to work effectively with unions now and in the future. The relationship does not have to be adversarial. Modern leadership theories suggest the value leaders might get from collaborating more fully with employees throughout the organization. You might find it is possible to do the same in a unionized environment, and, if one can find a means to partner with union leadership, it is possible they can help to bring the union membership on board with such collaborative ventures.

In this discussion, reflect upon what we have explored in this course and address the following:

- What might be the potential benefits for public sector organizations if management would seek to partner with union leadership to the greatest extent possible, instead of treating them in an adversarial manner?
- How might public sector management efforts to partner with union leadership be aligned with *one* of the following?
 - Transformational leadership.
 - Leader-member exchange.
 - Path-goal leadership.
 - Any other human resource management theory you might wish to introduce.

Your initial discussion post should be 250–750 words in length.

Response Guidelines

Review the posts of your peers and respond to at least one, using one of the following approaches:

- Identify knowledge gaps or unknowns that were not considered in your peer's post.
- Identify an assumption on which the post seems to be based, and pose a useful alternative or contrasting approach based on a different assumption.
- Ask a probing question.
- Elaborate on a particular point.

Your response post should be at least 150 words and substantive in nature. If you are responding with a personal perspective or an example from your workplace experience, be sure to focus on both the theoretical and practical implications.

Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

Creating Strong Discussion Posts [PDF]

u10d1 - Learning Components

- Describe the benefits for public sector organizations when management partners with union leadership.
- Apply graduate-level skill in research, writing, and critical thinking.
- Align leadership theories to the public sector management-union leadership partnership.
- Apply knowledge of APA citation style.