Online Course Syllabus
MSM639 Employee Relations & Performance Management

Important Notes:

This document provides an overview of expectations for this online course and is subject to change prior to the term start. Changes may also occur during the term due to faculty or SPS Distance Learning course updates. Some links may only be active once the term starts.

For this course you must check the Regis Bookstore: http://www.efollett.com for the most current online course material information.

Prerequisites | Course Description | Course Outcomes | Course Materials
Course Format | Grading Criteria | Equal Access | Mission | Assignments

**Prerequisites**
MSM 601, MSM 611, MSM 621

**Course Description**
This course identifies the processes used to maintain effective relationships between employees and management, as well as to manage the performance of employees to meet the requirements of the organization. The focus is on the role of human resources in the mediation and negotiation of labor relations and settlement of employee disputes and grievances, along with the role of evaluation and feedback to help employees achieve higher levels of performance. Specific topics include collective bargaining, negotiations, alternative dispute resolution, and performance
Course Outcomes

Upon completion of this course, learners will demonstrate competence through written assessments in the following outcome areas:

- Outline the history of employee relations aligned with advances in the industrial age.
- Describe the framework for organizing, along with strategies and tactics used by employers and unions during organizing campaigns.
- Conduct contract negotiations.
- Describe the process of arbitration and problems with this method to resolve disputes.
- Apply a model of performance management that includes planning, monitoring, evaluating, and developing a performance improvement process.
- Apply major theories of the psychology of bargaining, negotiation, group dynamics, and conflict resolution.

Course Materials

Required Texts


Electronic Reserve

Refer to the course content for information regarding articles on Electronic Reserves.

Course Format

The class will "meet" online for a total of eight weeks. The highly accelerated pace requires learners to take a great deal of responsibility for their own learning outcomes. Learners are expected to actively participate in online discussions and dedicate a minimum of 15 hours per week of study, homework assignments, and/or group projects.

Forum

Most discussions will be held on the Forum since all members of the group do not have to be there at the same time. Generally, discussions on the Forum are every bit as lively as discussions in the classroom, and students who are more reluctant to actively participate in the classroom find themselves more willing participants online. However, there is one potential problem that needs to be addressed: reduced sensitivity to how messages will be received. Written communication tends to be relatively direct and to the point, and because there are few ways to complement the message with positive nonverbal behaviors, it is easier to misinterpret the speaker's/sender's intentions. In order to enhance asynchronous communication, participants first must be aware of this tendency and craft their messages accordingly. Second, don't be afraid to ask the writer of a message for clarification. Third, stress points of agreement in your responses and/or let the writers know you "heard" what they said by paraphrasing their main points. Finally, avoid addressing perceived negativity with more negativity. Instead, check your perception with the writer and remain positive!

To ensure good discussion, post as early in the week as possible. Make a habit of checking the Forum each day. Read all postings and respond to peer's postings by (a) asking questions or making comments that clarify and synthesize discussion, (b) contributing examples or counter-examples, and (c) challenging the ideas expressed with logic, support and consideration.

Written Assignments

Written work is expected to meet graduate level standards. Assignments will be graded for content and for basic writing skills. The
Publication Manual of the American Psychological Association (APA) is to be used for written work in the MSM program. Short reports may have various formats per instructor guidelines; however, longer papers and research papers required in MSM courses are expected to follow APA guidelines. The page limits mentioned for papers due in this course refer to a maximum, which does not include the title page, abstract, and reference page(s). There is no minimum. However, all assigned tasks must be included in the material submitted. Written assignments are to be typed, double-spaced, with APA margins, page headers, a running head and appropriate headings to divide topic sections as identified in the directions for the written assignments.

Attendance

Although this course is conducted online, students are expected to participate in all activities and submit all assignments for a given week by the deadlines indicated. Failing to participate in Forum discussions, group activities, etc. can result in a student being dropped from the course. If the student will not have access to the course website for a period of time, the facilitator should be advised prior to such. Arrangements will be made at that time for completing assignments and activities. However, points for participation may reflect this absence.

Grading Criteria

The facilitator will provide evaluation and grading criteria in Week One. The following Grading Scale applies to all MSM courses:

A       =       4.00       =       96 - 100%
A-      =       3.67       =       92 - 95
B+      =       3.33       =       88 - 91
B       =       3.00       =       83 - 87
B-      =       2.67       =       78 - 82
C+      =       2.33       =       74 - 77
C       =       2.00       =       70 - 73

There is no bell curve or expected distribution of final grades.

Equal Access to Classes and Learning Accommodations
Equal access to education means equal opportunity to learn. Under Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act of 1990, students with verified disabilities who are otherwise qualified, have a right to equal access to classes at Regis University. If you are a student with a disability and you need accommodations for this class, please document your disability and discuss necessary accommodations with the Director of Learning Support Services (Lowell Campus, Carroll Hall 225, phone 303-458-4941), and schedule an appointment the first week of the session. The Disability Services home page is located at http://www.regis.edu/disability.

**Jesuit Mission**

**Mission:** The Mission of Regis University is to develop men and women to be leaders in service of others. The foundation of a Jesuit Catholic university is in providing a values-based education with a focus on finding good in all things.

**Ethics & Values:** To this end, we will encourage the discussion of different views and perspectives and their ethical implications for business projects being planned and carried out in today’s global environment. The purpose of this discourse is to assist us as in seeking an answer to the question posed by Ignatius Loyola, founder of the Jesuits, of: “How ought we to live?”

**Social Justice and Service Learning Components**

Insofar as Jesuit education is both practical and value-oriented, educating men and women to be concerned with the common good and the promotion of justice, the mission of Regis University supports a concern for social justice and service learning. Social justice is integrated into the curriculum by addressing moral and ethical issues pertinent to the student’s area of study. Service learning is integrated into the curriculum as a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and personal development. Service can take many forms including direct service, advocacy, raising consciousness, and community-based research.

**Online Course Assignments MSM639**
Course Dynamics

This course is organized around an eight-week program. Weekly outcomes, content, activities, and assignments are organized week-by-week. By Wednesday of the first week, you must post an introduction in the discussion forum. Look for the topic entitled "Introduction" and post as a reply to the Facilitator's message. You will be removed from the course if this posting has not been completed by Wednesday. Online weeks correlate to a 7-day workweek. Each week's work begins on a Monday. Follow these three steps:

1. Complete the reading assignments listed for each week.
2. Read weekly critical information found in the Week-by-Week section.
3. Complete weekly activities and assignments.

By Wednesday of each week, participate in the Forum discussions. Read other students’ postings, and reply substantively to at least two postings by Sunday. Written assignments are due by midnight Sunday your own time zone.

Week 1: Overview of Employee Relations

Readings:

1. Syllabus
2. Read one of following two articles:

   

   Grossman, R. (September 2005). A tale of two (unionized) companies: These two organizations offer valuable lessons on dealing with unions and creating great work.
environments. *HR Magazine*, 50(9), 70-79.

**Assignments:**

1. Forum: Self-introduction

2. Forum: Article summary and discussion

3. Forum: 3-to-5 page APA style paper on a contemporary definition of employee relations (Due Sunday of Week 1)

**Activity:**

1. Key terms matching quiz

**Week 2: Development of Labor Relations**

**Readings:**

1. Fossum (2006): Chapters 1-3


**Assignments:**

1. Forum: Significance of one of the events in the history of employment relations

2. Forum: History of the American Labor Movement

3. Forum: Role and authority of Federal Agency
4. Forum: Union reports comparison

5. Forum: Three primary union planning types

**Activity:**

1. Key terms matching quiz

**Week 3: Structure of Labor Unions**

**Readings:**

1. Fossum (2006): Chapters 4-7

2. Lewicki et al (2006): Chapters 1, 3 and 4

3. The Wall Street Journal article from 8/15/05, “Unions’ New Foe: Consultants”

**Assignments:**

1. Forum: Debate the need for private sector employees to have the right to strike

2. Forum: Why is there opposition to union movement?

3. 3-page action plan on union establishment (Due Sunday of Week 3)

**Activity:**

1. Key terms matching quiz

   **top**
Week 4: Process of Labor Relations

Readings:

1. Fossum (2006): Chapters 8-10

Assignments:

1. Forum: Analyze a labor law case
2. Forum: Wage and non-wage issues

Activity:

1. Key terms matching quiz

Week 5: Contract Negotiations

Readings:

2. Lewicki et al (2006): Chapters 2, 5 and 6

Assignments:

1. Negotiation plan (Due by Wednesday of Week 5)
2. Mock negotiation exercise (From Wednesday of Week 5 to Wednesday of Week 6)
3. Forum: Labor contracts

Activity:
1. Key terms matching quiz

**Week 6: Contract Administration**

**Readings:**


**Assignments:**

1. Mock negotiation exercise (From Wednesday of Week 5 to Wednesday of Week 6)
2. Negotiation report (Due by Sunday of Week 6)
3. Self and peer evaluation (Due by Sunday of Week 6)
4. Forum: Reflections of animated arbitration exercise
5. Forum: Negotiation tactics

**Activity:**

1. Key terms matching quiz
2. Animated arbitration exercise

**Week 7: Negotiation Processes**

**Readings:**


**Assignment:**

1. Forum: eSchool negotiation case

**Week 8: Performance Management System**

**Readings:**

1. Rollo (2001): Introduction; Chapters 1-12; Appendix

2. Strategic Human Resources Management: Aligning with the Mission (optional)
   [Strategic HR Management.pdf](Strategic_HR_Management.pdf)

3. Managing for Results: A New Chapter in Government Human Resources – Speech by Hon. Dan G. Blair, Acting Director of U.S. Office of Personnel Management (Optional)
   [Blair Speech.doc](Blair_Speech.doc)

**Assignments:**

1. Forum: Performance measurement in an organization

**Activity:**

- Evaluating the course: Please help us to improve online learning by completing the course evaluation form located at the bottom of the course content once you've finished the course. Thank you!
Please contact techsupport@regis.edu if you need assistance or to report any problems.
© 2006 Regis University. All rights reserved.