



## Management 104 Industrial Relations and Human Resource Management<sup>1</sup> Spring 2012

Dr. Tony Fang  
Office: 2033 Steinberg Hall-Dietrich Hall  
Phone: (215) 746-1996  
E-mail: [tonyfang@wharton.upenn.edu](mailto:tonyfang@wharton.upenn.edu)  
Office hours: By appointment

### Course Objectives

This course is designed to provide the essentials of industrial relations and human resource management for all managers whether or not their career orientation lies in human resources. Accordingly, the emphasis in this course is away from the nitty-gritty of HRM techniques and on the general issues that confront all managers in an organization: how to create a competitive advantage using human resources? In other words, can people in the organization be a source of competitive advantage?

### Evaluation



Participation in class	10%
Reaction Paper	20%
Mid-term Exam	30%
Group Project	40%



### Teaching methods and philosophy

It is assumed that all participants have an above-average interest in the subject matter. Accordingly, the emphasis in the course is not on lecturing but on facilitating a learning environment in which each person can develop and pursue one's own professional interests. The course will employ methods such as group work, self-driven project work, reading outside the

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<sup>1</sup> This course outline is subject to change with advance notice.

prescribed texts, speakers from the "real" world, and case studies illustrating the changing nature of the business context.

Evaluation is designed to measure self-motivation, independent learning, and the extent to which a person has developed internal resources to continue one's education beyond the classroom. There will be a mid-term exam in addition to a group project.

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## Course Work & Academic Honesty

### Attendance and punctuality

There is no formal attendance policy for this course. However, if you're not here, you can't contribute much to class discussion. So be aware that multiple absences will indirectly hurt you by preventing you from participating in class, thereby lowering your participation grade. If you need to miss class for a predictable reason (job interview, athletic competition), please notify me *at least* 24 hours in advance so that I can make arrangements for any in-class exercises and so that you can obtain the materials distributed during the class. Showing up late and leaving early is disruptive thus I will also appreciate advance notice if you know that you need to arrive late or leave early on a particular day. Of course, I realize that in some cases unforeseeable emergencies arise.

Additionally, I teach two sections of the same course, but I ask that you please attend the class to which you have registered. Again, if you are going to miss class for a predictable reason but can attend another section, please notify me at least 24 hours in advance so that proper arrangements can be made. Please note that you will receive no credit for participation in a non-registered section unless I have specifically granted you permission to attend that section.

### Late assignments

Work must be received on time in order to receive full credit. If you are late on an assignment, your grade on that assignment will be reduced by 25% for each day it is late. If you think that you will not be able to complete an assignment by the stated due date, please speak with me in advance to make alternative arrangements. My policy on late assignments will depend on the specific circumstances surrounding the problem, and thus may differ from student to student. Providing me with advance notice about a late assignment will *minimize* the penalty you receive on that assignment (as compared to providing me with no notice about the problem), but does not guarantee that there will be no penalty for turning the assignment in late. In the case of

### Missing an exam

Students may miss scheduled examinations only with a University-approved excuse. If you know you have a conflict with an exam, please notify me within the first two weeks of class. Of course, extenuating circumstances do arise. So please consult the Wharton examination policies for further information on University-approved excuses for missing an exam.

[http://spike.wharton.upenn.edu/ugrprogram/policies\\_forms/acad/exams.cfm](http://spike.wharton.upenn.edu/ugrprogram/policies_forms/acad/exams.cfm)

### Drops and Withdrawals

The last day to drop a class without petition is February 17. The last day to withdraw from a class without petition is March 30.

Please consult university policy as it pertains to dropping and withdrawing from courses past their respective deadlines.

### **Academic Integrity**

All students are expected to abide by the Code of Academic Integrity, which can be found online at [http://www.upenn.edu/provost/PennBook/academic\\_integrity\\_code\\_of](http://www.upenn.edu/provost/PennBook/academic_integrity_code_of). Students who violate this code will receive a failing grade in the course and will be reported to the Office of Student Conduct.

You are encouraged to consult the resources provided by the Office of Student Conduct: <http://www.upenn.edu/academicintegrity>.



## **Schedule of Classes**

### **January 12 – Introduction and Course Overview**

Readings: Print out and read through syllabus.

Hammonds, K. H. (2005). "Why we hate HR." *Fast Company*, 97, 40-48. Retrieved from [http://www.fastcompany.com/magazine/97/open\\_hr.html](http://www.fastcompany.com/magazine/97/open_hr.html)

### **January 17 – The Employment Relationship**

Readings: Cappelli, Peter. (1999). "The New Deal at Work" *The New Deal at Work: Managing the Market-Driven Workforce* (pp. 17-48). Boston, MA: Harvard University Press.

### **January 19 – Historical Perspectives on Employment**

Kalleberg AL. Precarious work, insecure workers: Employment relations in transition, *American Sociological Review* 74 (1): 1-22, 2009.

### **January 24 – Theoretical Perspectives on Employment**

#### *Economic Perspectives*

"Homo economicus" excerpt from Wikipedia  
[http://en.wikipedia.org/wiki/Homo\\_economicus](http://en.wikipedia.org/wiki/Homo_economicus)

Williamson, Oliver E. (1987). "Contractual Man". *The Economic Institutions of Capitalism* (pp. 43-63). New York: The Free Press.

#### *Critical Perspectives*

"Marxism" section on "Criticism of capitalism" from Wikipedia  
<http://en.wikipedia.org/wiki/Marxism>

#### *Contemporary Perspectives*

Kochan, Thomas A. (2011). "Resolving American Human Capital Paradox: A Proposal for a Jobs Compact," <http://www.employmentpolicy.org/sites/www.employmentpolicy.org/files/field-content-file/pdf/Thomas%20A.%20Kochan/USComp-Kochan%20nov%202011.pdf>

### **January 31 – Structure of the Labor Market**

Ehrenberg, Ronald G., & Smith, Robert S. (2006). "Overview of the Labor Market", *Modern Labor Economics: Theory and Public Policy* (9 ed., pp. 25-47). MA: Pearson Addison Wesley.

Reynolds, Lloyd G., Masters, Stanley H., & Moser, Colletta H. (1998). "Internal Labor Markets" *Labor Economics and Labor Relations* (pp. 346-360). Upper Saddle River, NJ: Prentice Hall.

*Peter Cappelli: High Unemployment in the US (Video)*

### **February 2 – Labor Unions**

Katz, Harry C., & Kochan, Thomas A. (2004a). "The Historical Evolution of the U.S. Industrial Relations System". *An Introduction to Collective Bargaining and Industrial Relations* (3 ed., pp. 17-46). New York: McGraw Hill.

### **February 7 – Law and Practice of Collective Bargaining**

Readings: Katz, Harry C., & Kochan, Thomas A. (2004b). "The Legal Regulation of Unions and Collective Bargaining". *An Introduction to Collective Bargaining and Industrial Relations* (3 ed., pp. 52-61). New York: McGraw Hill.

*Case: The CAW and the Big Three Automakers*  
*Video: Final Offer*

### **February 14 – HR Management & Firm Performance**

Lazear, Edward. "Performance Pay and Productivity," *American Economic Review* 90:5 (December 2000): 1346-1361.

Lazear, Edward and Shaw Kathryn L. 2007. "Personnel economics: The economist's view of human resources," *Journal of Economic Perspectives*, Volume: 21 Issue: 4 Pages: 91-114.

### **February 16 – Talent Development**

Cappelli, Peter. (2008). "Talent management for the twenty-first century". *Harvard Business Review*, 86(3), 74-81.

*Case: Microsoft's Vega Project: Developing People and Products.*

### **February 21 – Performance Evaluation**



Meyer, Marshall W. (2002). "Introduction" *Rethinking Performance Measurement* (pp. 1-8).

Peiperl, M. A. (2001). "Getting 360 degrees feedback right". *Harvard Business Review*, 79(1), 142-147.

*Case: Microsoft: Competing on Talent.*

## **February 23 – Pay Systems**

Pfeffer, Jeffery. (1998). "Six dangerous myths about pay". *Harvard Business Review*, 76(3), 108-119.

*Case: Executive Pay and the Credit Crisis of 2008 (B)*

*Movie: The Insider Job.*

## **February 28 – Employee Benefits**

Tone, Andrea. (1997). "Introduction". *The Business of Benevolence: Industrial Paternalism in Progressive America* (pp. 1-15). Ithaca, NY: Cornell University Press.

Dychtwald, Ken, Erickson, Tamara J., & Morison, Robert. (2007). "Flexible Compensation and Benefits" *Workforce Crisis: How to Beat the Coming Shortage of Skills and Talent* (pp. 179-206). Boston: Harvard Business Press.

*Case: Cunningham, CR., Murray, SS. "Two Executives, One Career," Harvard Business Review 83 (2).*

## **March 1 – Midterm**

### **March 13 – Strategic HRM**

Strategic HRM: Labour Market Transformations and HRM Implications

***Peter Cappelli: Talent Hunt: Getting the People You Need, When You Need Them (Video)***



### **March 15 – Global HRM**

Building Global Strategic Leadership

Christopher A. Bartlett, Sumantra Ghoshal. 1992. "What's a Global Manager?" *Harvard Business Review*. 81(8): 101-108.

*Case: CISCO Switches in China: The Year of the Manager*

### **March 20 – Recruitment & Retention I**

Schmidt, F. L., & Hunter, J. E. (1998). The validity and utility of selection methods in personnel psychology: Practical and theoretical implications of 85 years of research findings. Psychological Bulletin, 124(2), 262-274.

Allen, David G., Bryant, Phillip C., & Vardaman, James M. (2010). "Retaining Talent: Replacing Misconceptions With Evidence-Based Strategies". *Academy of Management Perspectives*, 24(2), 48-64.

Case: S.G. Cowan (HBS), supplemental material and an exercise

**Peter Cappelli: The New Job Market (Video)**

## **March 22 – Recruitment & Retention II**

Gladwell, Malcolm. (2004, September 20). "Personality Plus". *The New Yorker*, 42-48.

Gladwell, Malcolm. (2000, May 29). "The New-Boy Network". *The New Yorker*, 68-86. *Optional, but suggested for you job seekers!*

Case: Jenks, James M., & Zevnik, Briand L. P. (1989). "ABCs of Job Interviewing: Preparation, Via a Scenario, Is the Key". *Harvard Business Review*, 67(4), 38-42.

## **March 27 – Motivation: The Power and Pitfalls of Economic Incentives**

Kerr, Steven. (1975). "On the Folly of Rewarding A While Hoping for B". *Academy of Management Journal*, 18(4), 769-783.

## **March 29 – Job Design, High Involvement Employment Systems**

Hackman, J. R., Oldham, G., Janson, R., & Purdy, K. (1975). "New Strategy for Job-Enrichment". *California Management Review*, 17(4), 57-71.



O'Reilly, Charles A. (1989). "Corporations, Culture, and Commitment: Motivation and Social-Control in Organizations". *California Management Review*, 31(4), 9-25.

Wageman, Ruth. (1997). "Critical success factors for creating superb self-managing teams". *Organizational Dynamics*, 26(1), 49-61.

## **April 3 – Labor Market Inequities**

Blau, Francine D., Ferber, Marianne A., & Winkler, Ann E. (2006). "Differences in Occupations and Earnings: the Role of Labor Market Discrimination" *The Economics of Women, Men, and Work* (5 ed., pp. 202-249).

Orey, Michael. (2006, May 15). "White Men Can't Help It". *Business Week*, 54. Retrieved from [http://www.businessweek.com/magazine/content/06\\_20/b3984081.htm](http://www.businessweek.com/magazine/content/06_20/b3984081.htm)

Case: Staffing Wal-Mart Stores, Inc.

***Peter Cappelli: On Wal-Mart (Video)***

**April 5 – Work-life Balance Issues**

Goldin C, Katz LF. Transitions: Career and family lifecycles of the educational elite. *American Economic Association*, 2008. Available online at:  
[www.aeaweb.org/annual\\_mtg\\_papers/2008/2008\\_555.pdf](http://www.aeaweb.org/annual_mtg_papers/2008/2008_555.pdf).

*Case: Off-Ramp--or Dead End? Harvard Business Review.*

**April 10– Workplace Diversity and Diversity Management**

Corwin, Vivien; Lawrence, Thomas B.; Frost, Peter J. Five strategies of successful part-time work. *Harvard Business Review* 79 (7): 121-27, Jul-Aug 2001.

How to manage an ageing workforce. *Economist*, 378 (8465), 2006.

*Peter Cappelli: How to Manage the Older Worker (Video)*

*Case: “Most likely to Sleep with her Boss...And the Winner Is...Gail Wilson”*

**April 12 – Course Overview and Careers and Future Prospects**

Murray, Sara. (2009, May 9). "The Curse of the Class of 2009", *The Wall Street Journal*. Retrieved from  
<http://finance.yahoo.com/career-work/article/107066/The-Curse-of-the-Class-of-2009>

Ready, Douglas A., Jay A. Conger, and Linda A. Hill. (2010, June). “Are You a High Potential?” *Harvard Business Review*.

***Peter Cappelli: To Young Job Seekers (Video)***

**April 17 – Group Presentations**

**April 19 – Group Presentations**

**April 24 – Group Presentations, Exam Review**

**Final Exam TBD**



**Management 104**  
**Industrial Relations and Human Resource Management**

***COURSE ASSIGNMENT GUIDELINES***

**Reaction Paper**

The essays should focus on your reaction to the reading materials listed in each week of the classes. You are responsible for only ONE of the articles, to be given on a first-come, first-serve basis. I am interested in your creative ideas triggered by the authors' arguments. The essays will be short (no longer than 6 pages, double-spaced). This is the time to be uninhibited with your thinking. These assignments are not to be a synopsis of each book and journal article. Use these assignments to capture creative ideas that are triggered by the ideas put forth in the readings. Identify inconsistencies between theory, research, and practice that deserve further thought. Contemplate variables that are missing from models. Consider challenges for practice that can be addressed through theory and research. Suggest research that would probe or advance the author(s) argument(s). Ideally, your Reaction Paper could be the seed for a Group Research Project (below).

**Group Research Project**

The purpose of this project is to help students become familiar with the practical application of human resources tools and policies in industry. Your team is responsible for making contact with an organization to identify a human resource management problem/issue with which the organization is presently dealing (e.g., morale, turnover, strike, etc.). The team is to research the problem, collect data, and present a set of recommendations. The team is to use HRM/IR theories and literature to frame the problem, identify the source(s) of the problem, determine the best data collection procedures (interviews, company records, short survey), collect the data, and formulate recommendations.

Please be careful not to commit yourselves to too much and do not promise the organization that you will solve the problem. Solving problems is beyond the scope of this course and requires a lot of resources, expertise, and time. Your goal is to simply help the organization research the problem and present some recommendations for future action NOT guarantees.

Project work is to be done in teams of 4-6 persons. These teams should be formed in the first two weeks of class. The team is expected to work together and each member is expected to make a significant contribution to the project. The other team members will rate each member's contribution. The average score on the peer ratings will comprise 5% of the student's final grade for the project.

Grade breakdown:

Project Report: 20%

Peer appraisal: 5%

Presentation: 5%

This project is an important requirement of this course worth 30% of the total grade. The following deadlines will apply.

Project selection: *February 2, 2012*

- a. Student teams are to hand in to the professor in writing the title of the project and a brief description of the major human resources issue(s) that will be addressed in the project. The professor must approve each selection.
- b. A list of suggested topics will be provided in class. Other ideas may also be feasible depending on the needs of the organization. Please discuss these with the professor.

Project outline: *February 28, 2012*

- a. Student teams are to hand in to the professor in writing a detailed outline of the project. This includes a statement of the issue, what type of data needs to be collected, how the team plans to collect the data, who needs to be interviewed, what records need to be accessed, what areas of literature have been/need to be reviewed, and other relevant details. The professor will review the plan of action and provide feedback.

Project report: *April 24, 2012*

The following guidelines are offered with the caution that they may need to be altered in specific cases.

- a. **General:** This is a research project, not a term paper. Thus, it is expected that you will gather and/or analyze data specifically for this project. Ideally, the topic should be of current interest to human resource or labour relations managers. The report should describe this significance briefly in the introduction.
- b. **Report Format:** The project report should contain the following sections: a clear articulation of the problem, a very brief history leading up to the problem, the practical importance of the problem and topic to managers/ organizations, a brief literature review, the methods by which the research was carried out, the main findings, and the recommendations, along with any implications of the findings for theory and practice. The main objective is to present the organization with some recommendations that MAY help solve the problem. I would also like each of you to learn from the project.
- c. **Length:** The report should be typed (double-space) and contain appropriate footnotes and/or a bibliography, figures, tables, and appendices (where applicable). There are no page limits but the typical length runs from 20 to 30 pages of text, plus figures, tables, appendices, etc. The report should be clear and succinct and must provide an accurate assessment of the effort put into the report. Senior managers want a thorough investigation but they do not have the time to read long reports. What is required is a balance between brevity on one hand and a clear description of the research and its findings on the other.
- d. **Evaluation:** Reports will be graded on the following criteria.
  - Clarity of purpose. Have you clearly defined the problem/issue to be treated? Why is the problem/issue relevant for study?

- Thoroughness of research. Have the relevant sources of information been collected from the company? Have the relevant sources of information been researched and referenced?
  - Style of writing. Is the paper well written and persuasive? Does it effectively communicate its ideas to the reader?
  - Grasp of the subject. This exercise must demonstrate your ability to apply what you read and learn in class to the field. This exercise must also demonstrate your ability to learn through independent study. To that end, the paper must demonstrate your grasp of the subject rather than being a mere rephrasing of the material from other sources.
- e. **Presentation:** Each team will present their project to the class.
- Presentations are to be 30 minutes long. Longer presentations will be penalized.
  - Presentations will be judged on: clarity (in stating the purpose, methods, and outcomes, etc.), quality of materials used (easy to follow), and style of presentation (engaging vs. boring).
  - There will be a 10-minute question and answer session following the main presentation. This part will also be included in the grade.

## TIPS ON MAKING AN EFFECTIVE PRESENTATION

- Understand your material perfectly. Read and reread the report.
- Plan your presentation to suit:
  - The time allocated
  - The audience
- Do not present everything you know or have. There is not enough time for it all. Layout everything on paper and ask: What does the audience need to know? What can I cut?
- Use overheads and handouts to make the presentation. These tools help you with clarity as well as with getting more material across within a fixed amount of time.
- The overheads should be simple. Text must be large enough to be seen from the back row. One rule of thumb is that each line should not have more than 5 words in it. There should not be more than 7-8 lines in any overhead.
- Use charts, graphs, or other visualizations when appropriate. A picture can be worth a thousand words.
- Focus on the following key points:
  - Objective – Define the problem/issue.
  - Provide a brief literature review.
  - Describe the methods that were used to research the problem.
  - Discuss the main findings and recommendations.
  - Discuss the implications of your work for practice and theory.
- Save some material for the question-and-answer session if you cannot present everything you would like to. If it is relevant, chances are that someone will raise it as an issue.