

# Management 104: Industrial Relations and Human Resource Management

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## **Course Meeting Times and Locations**

MGMT 104-001: Mondays and Wednesdays, 1:30 – 3:00, Huntsman 360  
MGMT 104-002: Mondays and Wednesdays, 3:00 – 4:30, Huntsman 360  
MGMT 104-003: Mondays and Wednesdays, 4:30 – 6:00, Huntsman 360

## **Course Description and Objectives**

In this introductory management course, we will learn the general principles and explore specific policies and practices of effective industrial relations and human resource management. Such policies and practices contribute to the success of the firm and enhance the career prospects of its employees under conditions of increasing labor market uncertainty. They may also positively or negatively affect firm performance and are a key determinant of whether a given organization has long-term success.

The course is divided roughly into four sections. In the first, we will explore different perspectives on how organizations attempt to motivate workers and align their interests with those of the firm. These early sessions will be somewhat familiar to you from other courses and are meant to provide you with some of the basics of human resource management. In section two, we discuss some of the inner workings of organizations with an eye on how these enable “agency” – how individuals mobilize for change. In section three, the focus shifts to the study of different organizational practices and policies that shape and influence the employment relationship. Since you are more likely to be an employee, rather than an employer, at least in the proximate future, the course pays closer attention to the employee’s perspective on the processes of recruitment, training and development, and evaluation. In the final section, we will discuss macro features of labor markets, labor market institutions, and some of the consequences of labor markets on individual outcomes. In particular, in the final section of the course, we will explore the role organizational practices play (and could potentially play) in affecting different types of inequality.

The course is designed to accomplish four main goals:

- Increase your knowledge of industrial relations and human resource management so that you can grasp, at both a theoretical and practical level, the role played by markets, institutions, organizations and management in affecting the employment relationship.
- Provide you with opportunities to apply these concepts to real-world problems faced by managers.

- Expose you to competing perspectives on employment and challenge you to consider how decisions made by economic and political actors have both positive and negative impacts on workers. In so doing, my hope is that you will be better informed as workers, managers, employers and voters.

### **Instructional Methods**

To meet these goals, this course uses readings, lectures, exercises, cases, individual and team assignments and class discussion. Reading assignments provide an important foundation for class discussion and must be completed *prior* to each class session. The due dates for all readings and other assignments are listed in the class schedule at the end of the syllabus. Lectures will be used to highlight key points from the readings and provide additional information to supplement the readings. Exercises and cases will provide you with the opportunity to apply what you have learned to real world issues and scenarios. Because each of you brings unique perspectives and experiences to the class, participation in class discussions and class exercises is essential to your own learning as well as that of other class members.

### **Readings**

Coursepack: Available on Study.Net and in some instances, from Canvas, or through download from the internet. Hyperlinks have been provided.

Supplemental materials: A few readings and exercises may be handed out in class throughout the semester.

**To reiterate -- it is important that you have completed the assigned readings thoroughly *before* class on the day shown in the schedule at the end of the syllabus.** We will not have time to talk about everything covered in the readings in class, so be sure to email me or ask questions during office hours about anything that you do not understand. You are expected to know the assigned readings for the papers and exams.

There are instances where you are required to read only a subset of the article or chapter in the reading packet. Make sure to pay attention to the syllabus! Additionally, there are a few weeks with relatively heavy readings and some reading assignments that are more challenging than others. On those occasions, I will assist you by pointing out specific things to focus on as you read.

### **Assignments and Grading**

Your final grade in this course will be based on the following assignments, which represent a total of 100 possible points:

- Midterm Exam (30 points—30%) October 22
- “Work” Interview (5 points—5%) October 31
- Group Project Report and Presentation (25 points—25%)
  - 2-page proposal October 13
  - Final report December 3
  - Presentations December 3 & 8
- Participation in and write-up on organizing in action (5 points – 5%) November 18

- End of Term Exam (25 points—25%) November 24
- Class Participation (10 points—10%)

I grade all sections together on a curve with B+ as the average grade target. The aggregate class participation and team evaluation scores are determined first on a section-specific curve, since the opportunities for class participation and the pool of possible teammates vary across sections.

#### Midterm Exam (30%)

Please note that the midterm exam will be administered on October 22 – which may be later than in most of your courses. The exam will cover the first half of the course material. The exam may consist of short essays, open-ended questions and/or multiple-choice questions. As the exam nears, I will provide you with details on the format and some example questions to better help you prepare.

#### End of Term Exam (25%)

The end of term exam will be administered on November 24. This the Monday before Thanksgiving, so please take note! Similar to the midterm, the exam may consist of short essays, open-ended questions and multiple-choice questions. The exam is not comprehensive in the sense that I will test you directly on material from the first half of the class.

#### “Work” Interview (5%)

For this assignment, you will interview an individual about her or his work history and experiences. My strong preference is for you to interview someone with at least 20 years of post-educational work experience. The idea being for you to interview someone who has been employed long enough that they have experienced significant change in their work (e.g. promotions, layoffs, employer changes).

For the purposes of this exercise, try to pick someone who works for a firm in the private sector (e.g. **not** someone employed by a local, state or federal government, who is self-employed, or who works for a non-corporate entity such as a university or religious organization). There is nothing wrong with any of those professions obviously, (I work for one!) but the working experiences in those sectors of the economy will be different enough from those that we are studying in class that I want you to try to find someone who is (or was) employed by a private company.

Feel free to use a family member (e.g. parent, grandparent) if you would like. Many students have found the experience of talking with a family member to be rewarding and informative. However, feel free to look outside your family for a possible interviewee. For example, you may want to find someone working in a profession in which you are interested in working. You may want to find someone of a different gender, race, and/or ethnicity to have a better idea what their experiences at work is/were like.

In the interview, I want you to have the interviewee tell you her/his work history – a timeline of whom they worked for and when, as well as job(s) they held and what the tasks of that job were. From there I want you to ask about her/his work experiences utilizing some of the concepts we learn in class. Because many interviewees will have worked in a number of jobs across different firms, you may want to limit your discussion to the job(s) held at the one or two firms for which

she/he worked the longest. As we progress through the semester, we will learn about a host of concepts that you can draw upon in formulating questions for the interview. Any and all questions relevant to the topics covered in this class can be used. Below are some examples:

- Why did you choose to work in this particular profession and/or specific job?
- What were your expectations going into the job? (Expectations regarding the length of time they expected to work, the opportunities for advancement/promotion, compensation and benefits, relationship with boss(es), etc ...)
- Did those expectations change over time? What triggered those changed expectations?
- What were the human resource practices utilized by that employer and boss (e.g. recruitment, retention, compensation, motivational tactics)?
- Did these practices change over time? If so, why do you think they were changed? What affect did those changes have on you?
- Was the job unionized or did you have any interaction with unions or unionized workers? What were those experiences like?
- How was your relationship with your boss(es)? How were you treated by her/him? How did that relationship affect your satisfaction with your work?

Sometimes in an interview it is easier to get an interviewee to talk by having her/him tell you stories. So you may want to ask them about particular anecdotes from their job. For example:

- Tell me about a time in which your company changed its compensation and benefits policy? How did you and your colleagues react?

### *Interview Protocols*

Make sure that you fully explain the nature of this assignment and that your instructor will be reading your analysis of the interview.

It may behoove you to record the interview so you can reference it later as you complete the write-up, but ask the interviewee for permission prior. Also, ask for their permission to share the recording (or portions thereof) with the class. If they are not comfortable with that, please respect that and do not share the recording with me or anyone else.

The interviewee should be made to feel as comfortable as possible – especially if she/he is someone for whom you do not have a personal relationship. Make sure the individual is aware that she/he does not have to answer any questions that make her/him uncomfortable.

For many of you, meeting face to face to conduct interviews will be especially difficult. Feel free to conduct interviews over the phone or over a video chat (e.g. Skype).

### *Assignment Guidelines*

The assignment is a 5-page typed report, with an additional coverage page (double-spaced, 12 pt. Times New Roman font).

- 1 page – Cover page with some basic information on the interviewee (I will provide a template)

- 2.5 to 3.5 pages – Provide some of the key highlights from the interview. I do not want a transcript or an abundance of direct quotes.
- 1 to 1.5 pages – Summarize what specific lessons you learned from the interview. What did learning about someone else's work experiences teach you? What lessons from her/his working life do you hope to bring with you as you start yours?

To the extent possible, drawing upon ideas and concepts from class will strengthen your analysis. However, I also want to see some personal reflection in these papers!

Undoubtedly, you will learn a great deal more during the interview than you will have the opportunity to present in a 5-page paper. The real goal of this lesson is for you to learn about work from the viewpoint of another – an individual that is nearing (or at) the end of her employment life.

If the interviewee allows you to record the interview, you may find that to be helpful as you write up your report. Please ask their permission before doing so.

### *Recommendations*

If you have any difficulties finding an interview subject or making accommodations for an interview time, come see me. I highly recommend that you identify an interview subject and arrange for an interview time well prior to the deadline. You may also want to have a back-up plan just in case your interviewee becomes unavailable.

### Group Project Report and Presentation (25%)

You have two options for the group project: start a “movement” or act as an HR consultant

**Option 1:** Individuals can mobilize to enact change in a variety of ways. As labor unions in the US decline in terms of members and power, groups of citizens and workers have increasingly turned to forms of collective activism to enact changes in laws as well as organizational practices and policies. Often social movements are equated with social initiatives – historical examples include women's suffrage and the Civil Rights movements, more modern examples include domestic partner health benefits and Occupy Wall Street. However, the lessons from the social movements can be extended beyond these social responsible endeavors (though I am a big fan of the socially responsible ones!). For example, if you are working for a firm and you have a new product idea, how do get others to support you? If you think there is a great investment opportunity for your company, how do you generate interest from those with the ability to make those decisions? The lessons you will learn from the study of social movements can help.

For this project, you are going to participate in or (potentially) start a social movement. You will attempt to enact some sort of (positive!) change on the University of Pennsylvania campus. For example, maybe you want to improve the recycling efforts in campus dormitories? Maybe you have an idea for a new class that should be offered at Wharton? The possibilities are endless!

The idea here is that you identify an issue on (or around) campus that you would like to see be resolved. Once you identify the issue, you will have to determine *how* or *by what process* will your team attempt to address the problem. What tasks need to be completed to address the issue? Who on

campus do you need support from? Students? Faculty? Administration? Do you need to raise awareness? A petition? Money? How are you going to explain the issue in a way that others understand the problem and how you plan to fix it? Once you have figured out the answers to these questions, your task will be to implement your plan. How will you generate support? How will you know if you have succeeded? Framing the issue in an appropriate manner in order to generate attention and support will be critical for the success of your initiative.

### *Project objectives*

1. Identify a problem or issue that your group would like to help ameliorate.
2. Develop a plan for how the problem you identify can be addressed.
3. Use course lessons to understand how to generate support for your cause. Who are the people from whom you need to garner support? How are you going to frame the problem so that others will understand the issue and be motivated to take part in helping you address it?
4. Put your plan in place, track progress, and make modifications as necessary.

As part of the final deliverable you are to summarize the problem you identified, describe in some detail the steps you took to generate support for your cause and issues you confronted along the way.

**Option 2:** Your project team is invited to play the role of consultants in developing an original vision of the future HR policies and practices of an **existing** company of your choice, taking into account the company's traditions, current organization and corporate culture.

### *Project objectives*

1. Learn about the company's business, corporate history, structure and culture from open sources, your own experiences and in-depth research, and interactions with the company's employees and/or executives if possible.
2. Identify long-term HR challenges in the company's specific organizational and cultural context.
3. Choose relevant frameworks from the course to address these challenges, propose new frameworks if the available ones do not work.
4. Develop a vision of the company's future workplace.
5. Consider the following questions as part of the project:
  - General characteristics of the company's workplace:
    - What is unique about the company's organization, culture and personnel practices?
    - What should the company preserve/change in the future?
  - Selective recruitment and retention:
    - What is unique about the company's recruitment and retention strategy?
    - How will your recommendations drive recruiting and retention in the future?
  - What is the salary/compensation strategy?
  - How should the company think differently about employee benefits (e.g. vacation, leave policy, health benefits, retirement benefits ...)?
  - How should the company train and develop its managers?
  - What should the performance evaluation process look like?

To summarize, what should the company's workplace look like twenty years from now? How will we know if our "Workplace of the Future" proves successful?

6. Bring your personal and your peers' considerations and aspirations into the project:
  - What are your career expectations?
  - How patient will you be to "wait your turn" for job expansion and promotion?
  - What are your attitudes toward job mobility?
  - What's the most important thing the company needs to do to attract and retain you?
  - Who is your ideal boss? Why?
  - Do you see/care about glass ceilings?
  - Other considerations ...

In the past, I have randomly selected the groups. This year I plan to let you all choose your groups. A few conditions: 1) all members **MUST** be enrolled in the same section. 2) Groups **MUST** be comprised of 6 individuals unless the balance of people enrolled necessitates a group of 5 – I will make that decision. Unless otherwise directed, if you don't have 6 members, you do not have a group, and I will randomly assign those left over into groups. 3) Because I am allowing you to select your own group, you (as a team) have to take the responsibility for handling issues that arise within the group. You want to carefully consider the type of team you want to assemble and be a part of.

#### *Project timetable and deliverables*

|   |                |
|---|----------------|
| Students inform me of their project teams   | September 15   |
| Project teams decide on the issue they wish to address/company they plan to study and submit a two-page proposal to me for approval | October 13     |
| Submission of the final project reports:  | December 3     |
| Word format   |                |
| 8 pages maximum (not counting references)   |                |
| Can include up to two tables  |                |
| Times New Roman, 12-font, double-spaced, 1 inch margins   |                |
| Project presentations   | December 3 & 8 |

#### *Grading*

The assignment will be graded on the following criteria:

- *Organization and structure:* The paper employs a logical framework and identifies a critical issue for analysis.
- *Creativity and insight:* The material is presented in an original, engaging and interesting manner.
- *Integration with course readings, lectures and discussions:* You show through your problem statement and paper that you drew upon and applied concepts covered in the class.
- *Style:* The paper is smoothly and professionally written, using appropriate grammar, spelling, and punctuation.
- *Depth and effort:* If you choose Option 1, I will assess the extent to which the group made efforts to generate support for their cause. If you choose Option 2, I will assess the extent to

which the paper demonstrates thorough research, information is gathered from appropriate sources, and is presented in a persuasive manner

Your group will receive one grade for the project. However, if multiple members of a group feel that particular individuals deserve higher or lower grades, I will consider the possibility of assigning individual grades to that group.

I will provide to you exemplary past projects once you have selected your groups.

#### Participation in and Write-up of In-Class Exercise (5%)

On November 17, we will be conducting an in-class exercise. Attendance is strongly encouraged. As a reward for attending, following the exercise you will have a short write-up of your reactions and thoughts on it due on November 18. If you fail to attend the in-class exercise, you will not be eligible to earn the full 5-points for the session and you will have an alternative assignment (that is harder) that is due on November 21.

#### Class Participation (10%)

An important course requirement is your attendance and preparation of readings and cases for class discussion. Because discussion is a substantial part of the course, student participation is essential — for both your own learning and that of the other students. Students are expected to attend every class session having read and thought about the assigned material. Students should always be prepared to contribute to the class discussions, demonstrating their preparation by asking questions whenever necessary and by integrating the vocabulary and concepts from the readings into their class comments. **I will consider your attendance as part of your participation grade.** Please see the section below under “Procedures and Policies” for more information regarding attendance and punctuality.

Class discussions provide the opportunity to practice speaking and persuasive skills, as well as the ability to listen. Effective class comments may address questions raised by others, integrate material from this and other courses, draw on real-world experiences and observations, or pose new questions to the class. **High-quality participation involves knowing when to speak and when to listen or allow others to speak.** Comments that are vague, repetitive, unrelated to the current topic, disrespectful of others or without sufficient foundation are discouraged and will be evaluated negatively.

#### **The best class comments:**

- Make or raise issues that are relevant to the current focus of the class;
- Show curiosity and a willingness to experiment;
- Use data to support conclusions;
- Take into consideration the ideas already offered by others;
- Offer support for arguments or politely raises a question or counterpoint to arguments posed by others

There are also opportunities for students to engage in class participation outside of making comments in class. Throughout the semester, I will give you pre-class exercises that will count

towards your participation score. Furthermore, there will be an online forum where students can post articles WITH comments, ask and answer questions and provide other insights germane to the class. These contributions will also count towards your participation score.

**This course is “unplugged.”** An overwhelming literature has found the use of electronic devices to be a detriment to learning for both the party using the device and those sitting near her (see: <http://tinyurl.com/pdyca7e>). I ask that you please turn off and put away all computers, PDAs, phones, pagers, or other electronic devices during class meetings. If you need to use a computer because of a language or disability issue, you need to secure my permission at the beginning of the semester. Misusing an electronic device (e.g., using your phone) will adversely affect your grade.

I reserve the right to “cold call” individuals to answer questions pertaining to the readings and cases. I also reserve the right to hold pop quizzes on the readings – the grades of which will be part of class participation. I do not plan to use either of these tools and will not do so as long as the class preparation and participation remains at a high level.

### **Policies and Procedures**

#### **Attendance and punctuality**

I will be taking attendance and will use attendance as one input in determining your overall class participation grade. Furthermore, if you're not in class, you can't contribute to the discussion or in-class exercises. 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. Please also review the university policy as what constitutes an excused absence if you have any questions.

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. If you arrive after I have marked attendance, it counts as an absence unless I receive prior notification. Also, if you do arrive late, try to limit the disruption: close the door behind you quietly, find a seat near the door, etc.

Furthermore, once you are in the classroom, you need to remain in your seat. Getting up in the middle of class is disruptive to me and those around you. So please plan accordingly and do what needs to be done before you come to class! Of course, I realize that in some cases unforeseeable emergencies arise and that is fine. But I ask you to remember that you always try to remain respectful to your fellow peers.

Additionally, I teach three 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 October 3. The last day to withdraw with petition is November 7. 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 and will be reported to the Office of Student Conduct.

I encourage you to consult the resources provided by the Office of Student Conduct: <http://www.upenn.edu/academicintegrity>.

### Feedback and Questions

I want this course to be valuable learning experience for you and I am committed to doing my part in ensuring that you are given the opportunity to maximize your learning opportunities in this class. After the first month of the course, we will spend part of a class session evaluating our progress and I will make any necessary changes to keep us on track. However, I welcome your feedback regarding the class at any time in the semester.

Additionally, please ask questions as they arise. If you have any questions or concerns about the class and/or the material the best way to address those are to do so early. Please do not hesitate to contact me with anything on your mind. It is easiest to reach me by email or during office hours, but I am always happy to set up an appointment with you.

If you have a disability that requires special accommodation, please let me know as soon as possible so that I can be helpful to you.

**Class Schedule**

|                  |   |                     |
|------------------|---|---------------------|
| <b>Session 1</b> | <b>Introduction and Course Overview</b>   | <b>August 27</b>    |
| <u>Readings:</u> | Read through syllabus<br><br><i>Get them doing what you want them to do: Aligning incentives, motivation, and control</i>   |                     |
| <b>Session 2</b> | <b>"Make or Buy": The Transaction Cost Perspective</b>  | <b>September 3</b>  |
| <u>Readings:</u> | <i>Transaction Cost Economics</i><br>Scott, W. Richard, & Gerald F. Davis. (2006). "The dyadic environment of the organization." <i>Organizations and organizing: rational, natural, and open systems perspectives</i> . Upper Saddle River, NJ: Prentice Hall. <b>Read Pages 220-233</b>   |                     |
| <b>Session 3</b> | <b>Principals and Agents</b>  | <b>September 8</b>  |
| <u>Readings:</u> | <i>Agency Theory</i><br>Eisenhardt, Kathleen M. (1989). "Agency Theory: An Assessment and Review." <i>Academy of Management Review</i> , 14(1), 57-74. <a href="http://www.jstor.org/stable/258191">http://www.jstor.org/stable/258191</a> ; <b>Read pages 58-63</b><br><br><i>Critiques</i><br>Wang, Long, Malhotra, Deepak, & Murnighan, J. Keith. (2011). Economics Education and Greed. <i>Academy of Management Learning &amp; Education</i> , 10(4), 643-660. <a href="http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1488627">http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1488627</a> |                     |
| <b>Session 4</b> | <b>Pay Systems</b>  | <b>September 10</b> |
| <u>Readings:</u> | Pfeffer, Jeffery. (1998). "Six dangerous myths about pay". <i>Harvard Business Review</i> , 76(3), 108-119. <a href="http://tinyurl.com/o2wwtg3">http://tinyurl.com/o2wwtg3</a>   |                     |
| <b>Session 5</b> | <b>Employee Benefits</b>  | <b>September 15</b> |
| <u>Readings:</u> | Dychtwald, Ken, Erickson, Tamara J., & Morison, Robert. (2007). "Flexible Compensation and Benefits" <i>Workforce Crisis: How to Beat the Coming Shortage of Skills and Talent</i> (pp. 179-206). Boston: Harvard Business Press.<br><br>Hacker, Jacob S. (2006). The Privatization of Risk and the Growing Economic Insecurity of Americans. [Skim] <a href="http://privatizationofrisk.ssrc.org/Hacker/printable.html">http://privatizationofrisk.ssrc.org/Hacker/printable.html</a>  |                     |
| <b>Session 6</b> | <b>Extrinsic Motivation</b>   | <b>September 17</b> |
| <u>Readings:</u> | Kerr, Steven. (1975). "On the Folly of Rewarding A While Hoping for B". <i>Academy of Management Journal</i> , 18(4), 769-783. <a href="http://www.ou.edu/russell/UGcomp/Kerr.pdf">http://www.ou.edu/russell/UGcomp/Kerr.pdf</a>  |                     |
| <u>Case:</u>     | Tushman, Michael. (2002). "Hausser Food Products Company".  |                     |
| <b>Session 7</b> | <b>Intrinsic Motivation: Job Design</b>   | <b>September 22</b> |

Readings: Robert Kanigel, "Prologue," from *The One Best Way: Frederick Winslow Taylor and the Enigma of Efficiency*, New York: Viking Press, 1997, pp. 1-10. [On Canvas].

Hackman, J. R., Oldham, G., J "Motivation through the design of work"

Case: Balbaky, E. Mary Lou. (1980). "Strike in Space".

## **Session 8 Culture as Control September 24**

Readings: O'Reilly, Charles A. (1989). "Corporations, Culture, and Commitment: Motivation and Social-Control in Organizations". *California Management Review*, 31(4), 9-25. <http://tinyurl.com/na7232r>

Case: O'Reilly, Charles A. & Pfeffer, Jeffery.(1995). "Southwest Airlines (A)". Stanford HR-1

*Mobilizing for change: Agency at work*

## **Session 9 Firm as a Network September 29**

Readings: Cross, Robert, & Prusak, Laurence. (2002). "The people who make organizations go-or stop". *Harvard Business Review*, 80(6), 104-111. <http://tinyurl.com/nnavacr>

Exercise: TBD

## **Session 10 Social Movements: A Primer October 1**

Readings: McAdam, Doug. (1996). "Introduction." In D. McAdam, J. D. McCarthy & M. N. Zald (Eds.), *Comparative Perspectives on Social Movements: Political Opportunities, Mobilizing Structures, and Cultural Framings*. Cambridge, MA: Cambridge University Press. [I will post on Canvas; Read pages 1-7, stop on page 7 where the new section starts].

King, M. D., & Haveman, H. A. (2008). "Antislavery in America: The Press, the Pulpit, and the Rise of Antislavery Societies." *Administrative Science Quarterly*, 53(3), [I will post on Canvas; Read pages 492-499 (before "Pulpit"); lightly skim 499-505]

## **Session 11 Social Movements and Enacting Change October 6**

Readings: Briscoe, Forrest, & Sean Safford. (2010). "Employee Affinity Groups: Their Evolution from Social Movement Vehicles to Employer Strategies." *Perspectives on Work* 14(1): 42-45. <http://tinyurl.com/cqjx664>

Howard-Grenville, Jennifer A., & Hoffman, Andrew J. (2003). "The importance of cultural framing to the success of social initiatives in business." *Academy of Management Executive*, 17(2), 70-84. <http://appreciativeinquiry.case.edu/uploads/2003%20AME.pdf>

Meyerson, Debra E. (2004). "The tempered radicals: How employees push their companies - little by little - to be more socially responsible." *Stanford Social Innovation Review*, 2, 14-23. [http://www.ssireview.org/pdf/2004FA\\_feature\\_meyerson.pdf](http://www.ssireview.org/pdf/2004FA_feature_meyerson.pdf)

Gladwell, Malcolm. (2010, October 4). Small Change. *The New Yorker*, 42-48.  
[http://www.newyorker.com/reporting/2010/10/04/101004fa\\_fact\\_gladwell](http://www.newyorker.com/reporting/2010/10/04/101004fa_fact_gladwell)

**Session 12      Group Project Work Day (no formal class)      October 8**

*Human Resource Management: Identifying, Evaluating, and Developing Talent*

**Session 13      Recruitment & Retention      October 13**

Readings: Gladwell, Malcolm. (2004, September 20). "Personality Plus". *The New Yorker*, 42-48.  
[http://www.newyorker.com/archive/2004/09/20/040920fa\\_fact\\_gladwell](http://www.newyorker.com/archive/2004/09/20/040920fa_fact_gladwell)

Gladwell, Malcolm. (2000, May 29). "The New-Boy Network". *The New Yorker*, 68-86.  
<http://gladwell.com/the-new-boy-network/>

Peck, Don. "They Are Watching You at Work." *The Atlantic*, November 20, 2013. <http://tinyurl.com/oekcqdn>

Ryan, Ann Marie & Nancy T. Tippins, "Attracting and Selecting: What Psychological Research Tells Us", *Human Resource Management*, Vol. 43: p. 305-318. <http://tinyurl.com/oxy54rd>

**Session 14      Performance Evaluation      October 15**

Readings: Cappelli, Peter and Martin Conyon. 2013. What do Performance Appraisals Do? Wharton School Working Paper. Read 1-8; 19-20 <http://tinyurl.com/kn8djda>

Peiperl, M. A. (2001). "Getting 360 degrees feedback right". *Harvard Business Review*, 79(1), 142-147. <http://tinyurl.com/qzbb7kd>

Exercise: Assessing your professors.

**Session 15      Talent Development      October 20**

Readings: Cappelli, Peter. (2008). "Talent management for the twenty-first century". *Harvard Business Review*, 86(3), 74-81. <http://tinyurl.com/m5whcsm>

Case: "Dynamic Capability Development through Human Capital Upgrading at Infosys Technologies".

**Session 16      Mid-term Exam      October 22**

*Labor Markets: How They are Structured and Implications for Labor*

**Session 17      Structure of the Labor Market      October 27**

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

- Exercise: **Pre-class data analysis exercise**
1. Use the Bureau of Labor Statistics Web Site (<http://www.bls.gov/data>) to take the “quiz” I will post on Canvas

**Session 18      Unionization in Historical Perspective      October 29**

Readings: 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.

Case: Wal-Mart in China

**Session 19      Law and Practice of Collective Bargaining      November 3**

Readings: Ferguson, John-Paul. (2008). “The Eyes of the Needles: A Sequential Model of Union Organizing Drives, 1999-2004.” *Industrial & Labor Relations Review*, 62(1), 3-21. [Read excerpt from pages 4-6 from paper].  
<http://digitalcommons.ilr.cornell.edu/cgi/viewcontent.cgi?article=1538&context=ilrreview>

**Session 20      Low-wage and Precarious Work      November 5**

Readings: Ehrenreich, Barbara. (2001). *Nickel and dimed: on (not) getting by in America*. New York: Henry Holt and Co. Chapters 3 and “Evaluation”.

**Session 21      Labor Market Inequities I      November 10**

Readings: Bertrand, M., and S. Mullainathan, “Are Emily and Greg More Employable than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination,” *The American Economic Review*, 94(4) (2004), 991-1013. <http://tinyurl.com/pakg9bf>

Bertrand, Marianne, Goldin, Claudia, & Katz, Lawrence F. (2010). “Dynamics of the Gender Gap for Young Professionals in the Financial and Corporate Sectors.” *American Economic Journal: Applied Economics*, 2(3), 228-255. **Read 228-231; Summary beginning on pg. 252**  
<http://www.aeaweb.org/articles.php?doi=10.1257/app.2.3.228>

**Session 22      Labor Market Inequities II      November 12**

Readings: Davis, Gerald F., & Cobb, J. Adam. (2010). "Corporations and economic inequality around the world: the paradox of hierarchy". In A. Brief & B. M. Staw (Eds.), *Research in Organizational Behavior* (pp. 35-53). Greenwich, CT: JAI Press. [Download it off my webpage: <https://mgmt.wharton.upenn.edu/profile/1714/research/>]

**Session 23      Organizing in Action      November 17**

**Session 24      Organizing in Action De-brief      November 19**

**Session 25      End of Term Exam      November 24**

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|-------------------|---|-------------------|
| <b>Session 26</b> | <b>Group Project Work Day (no formal class)</b> | <b>December 1</b> |
| <b>Session 27</b> | <b>Group Presentations</b>                      | <b>December 3</b> |
| <b>Session 28</b> | <b>Group Presentations</b>                      | <b>December 8</b> |