

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

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Course Meeting Times and Locations

MGMT 104001: JMHH 370, 9-10.30

MGMT 104002: JMHH G65, 1.30-3

MGMT 104003: JMHH G65, 3-4.30

Course Objectives

This introductory management course aims to:

- Increase students' knowledge of industrial relations and human resource management so they can grasp, at a theoretical and practical level, the impact of institutions, markets, organizations, and managers on the employment relationship.
- Provide students with opportunities to apply IR/HRM concepts to real-world problems faced by managers.
- Encourage students to analyze decisions effecting workers from multiple perspectives, and assess the complex

This course is divided into three sections. In section one, we look at macro features of the labor market, compare labor market institutions in the US to those in other countries, and explore the impact of globalization on workers, labor policy, and the organization of work. In section two, we focus on how organizations attempt to motivate employees, and align worker interests with those of the firm. We also explore HR policies and practices that shape the employment relationship, particularly in regard to recruitment, performance evaluation, and work/life balance. In the final section of the course, we look at topical issues at the intersection of labor institutions, firm strategy, and organizational HR policies, including workforce skill building, discrimination, inequality, and immigrant labor.

Readings

Students must complete the assigned readings thoroughly *before* class on the day shown in the schedule at the end of this syllabus. Assigned readings can be accessed on canvas, where you will find links to study.net materials as well as links to articles, library URLs (for journal articles) and PDFs.

In a few cases, I ask you to read only a few of the pages in an assigned article or chapter; these cases are clearly noted on the schedule and in the 'Assignments' section of the canvas site for this course. Even if we do not cover all of the assigned readings in class, students will be responsible for all the assigned material on midterms and papers. Be sure to email me or visit during office hours about anything you don't understand.

Assignments & Grading

Your final grade in this course will be based on the following assessments:

- Class participation: 15%
- Simulation participation and response paper (September 8 and 9): 5%
 - Late papers will not be accepted. Students with valid excuses will be offered an alternate assignment, based on library research.
- Midterm #1 (Oct. 13): 25%
- Work interview (due Nov. 13): 5%
 - Please see handout for guidelines. Late papers will be marked down 20% per calendar day.
- Midterm #2 (November 24; **NOT** cumulative): 25%
- Group Project (various deadlines) 25%

Class Participation

Students' participation scores will be based on:

1. Showing up (on time): To ensure you get credit for attending class, please arrive on time at the section to which you are assigned and sit in your assigned seat. Students can miss a maximum of **THREE** classes without penalty. I strongly advise that you reserve these absences for days when job interviews, family emergencies, or fall flus make it difficult for you to attend class. These get-out-of-class free cards are not valid on midterm days or presentation days. Students who miss four or more classes will be penalized for each absence after the third, and attendance at fewer than half the class sessions may result in course failure (i.e., in extreme cases, participation will be worth more than 15% of the final grade).
2. Speaking in class: Students should come to class well prepared to discuss the readings. Cold calls are fair game. The best comments in class advance our discussion, often by responding (politely) to other students' arguments, drawing support from course readings, outside sources, and real-world experience, or making connections between MGMT 104 and other courses. Vague, tangential, repetitive comments, along with remarks that are disrespectful of other students, will result in lowered participation scores.
3. Listening in class: Participation entails active listening, to the professor and especially to peers. I suggest that you refrain from using devices during class, as convincing research shows that computers in class reduce learning and distract neighbors. Failure to listen actively may result in lower participation grades.

Should I find a consistent problem with under-prepared students, I reserve the right to administer quizzes on the readings at the beginning of class. I do not expect this problem to occur.

In-class Simulation and Response Paper due Sept. 8/9 (5%)

On September 8, students will participate in a simulation during class. A short (600 word) write up of your reactions to the exercise will be due the next day. Together, participation and reflection will count for 5% of your final grade. I strongly advise you to come to class on September 8 and submit your response on time on September 9! Late response papers will not be accepted. Students who are absent on September 8 and/or fail to submit a response on September 9 will be given an alternate assignment, a 1000 word memo based on library research due on September 30.

“Work” Interview due November 11 (5%)

For this assignment, you will interview an individual about her or his work history and experiences. Choose a subject with significant work experiences – perhaps twenty plus years – who works for a private sector firm. Such a subject is likely to have experienced significant changes in work (e.g. promotions, layoffs, employer changes) over the course of his or her career.

A family member – a parent or favorite aunt, for example – could be a particularly rewarding and informative interview subject. But feel free to look outside your family for a possible interviewee. A person working in a profession in which you are interested in working could be a great choice.

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, you should explore how some of the concepts and theories from class apply to your subject’s work experiences. 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 your employers’ human resource practices like? How did the firm handle recruitment, compensation, motivation, and performance evaluation? 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?
- How (if at all) did work change for you when your children were born or when you started to care for an aging parent? What kinds of policies at the firm made it easier or harder? How did 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. 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 recording.

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 your interviewee knows 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 may be 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 cover page (double-spaced, 12 pt. Times New Roman font).

- 1 page – Cover page with your name, and some basic information on the interviewee (may be in outline/bullet point form).
- 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.

Group Project Report (due De. 1 and 3) and Presentation (due Dec. 3) (25%)

Option 1: Many of your projects at Wharton ask you to investigate for-profit firms and generate advice for managers. For this class, I propose that you analyze an organization that aims to further the interest of *workers*.

Unions are examples of such organizations. As labor unions in the US decline in terms of members and power, they face serious challenges in advancing their members' interests in the workplace and guarding against the erosion of government regulations designed to safeguard workers' rights and shore up workers' collective power. Even if you are not sympathetic to the causes or tactics of traditional labor unions – perhaps especially if you are not sympathetic to them! – analyzing the mission and strategies of a labor union would be eye-opening. While few Wharton students will end up negotiating for unions or with them, many students may one day consider investing in companies that do. Newer forms of collective worker groups, like the Freelancers' Union, might be of direct interest to professional workers in the 'gig' economy. A project analyzing unions with workers at UPenn, or a project analyzing UPenn's strategy for negotiating with unions and unionized suppliers, could be insightful.

But unions aren't the only groups that work on behalf of workers. As traditional labor unions have lost power in the US, other organizations have stepped up their focus on advancing workers' interests. Large social movement organizations (NOW, the NAACP, La Raza) work to reduce discrimination in the labor market by advocating the adoption and enforcement of employment law favorable to workers. Social movement campaigns like Fight for 15 may be sponsored by traditional unions, but aim to improve conditions for workers by raising the legal minimum wage rather than through collective bargaining. The National Employment Law Project's "Ban the Box" campaign works to remove questions about felony convictions from initial job applications. These campaigns aim to alter, often dramatically, how for-profit firms recruit and reward their employees.

Other organizations concentrate on helping particular workers in the Philadelphia area. The Philadelphia Unemployment Project sponsors a resume clinic and a weekly 'jobs club'. The Urban League of Philadelphia offers a six-week job training course for the long term unemployed. Community Integrated Services provides support for workers with disabilities. Learning about these kinds of organizations may have fewer direct applications for future managers in for-profit firms, but analyzing one gives students the opportunity to understand structural problems in the labor market, and (possibly) to contribute to the success of a local NGO.

Finally, social enterprises – which may or may not be for-profit firms– aim to foster employee wellbeing in the context of a business. The Monkey & the Elephant Café in Brewerytown was founded to provide jobs and training for young people aging out of foster care. Rubicon Bakery in California, a for-profit B-Corp owned and run by a Wharton grad, was created to "help rebuild lives by employing, training, and supporting people who need a second chance" (rubiconbakery.com). A big challenge for such firms is how to balance business imperatives with their social mission. Wharton's Social Impact Initiative has relationships with many local social enterprises and social service organizations, and can facilitate introductions for groups interested in studying one.

Project objectives

1. Learn about an organization's history, structure, and culture from in-depth research of open sources, supplemented (when possible) by your personal experiences and your team's interactions with the organization's employees and/or executives. By what metrics would the organization's leaders judge success? Are those metrics appropriate?
2. Understand the organization's mission. Has this mission changed over time? Does the current mission respond to stakeholder demands and fill a clear need?

3. Identify long-term challenges in the organization faces in its specific geographic, industrial, and regulatory environment.
4. Choose **relevant frameworks from the course** to address these challenges, propose new frameworks if the available ones do not work.
5. The following questions may be more or less relevant depending on the organization under study:
 - How does the organization ensure support (including financial support)? How does it frame its mission (see McAdams et al)? Are alternative frames available? Might they be more effective?
 - What kind of strategies has the organization adopted to advance its mission? Are there other viable (or more viable) strategies available?
 - Does the organization collaborate? With whom? What kind of collaborations might advance its mission?
 - How does the organization treat its own workers? Are the recruiting, retention, and evaluation of its own employees effective?
 - What, if anything, is unique about this organization? Are the members or donors who channel resources through this organization getting good value? What should the company preserve/change in the future?
 - What steps might the organization take to maximize its effectiveness in the present and ensure continued success?

Option 2: Your team will analyze the HR policies and practices of an existing for-profit firm. I strongly encourage you to investigate a firm that you might want to work for or invest in. Your analysis should assess the company's history, current organization, and corporate culture in the context of the broader institutional and industry environments in which the firm competes.

Project objectives

1. Learn about the company's business, corporate history, structure and culture from in-depth research of open sources, supplemented (when possible) by your personal experiences and your team's interactions with the company's employees and/or executives.
2. Identify long-term HR challenges in the company's specific organizational and cultural context. Consider if/ how workforce issues influence the firm's product and marketing strategies.
3. Choose **relevant frameworks from the course** to address these challenges, propose new frameworks if the available ones do not work.
4. The following questions may be more or less relevant depending on the organization under study:
 - What, if anything, is unique about the company's organization, culture and personnel practices? What should the company preserve/change in the future?
 - 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 train and develop its managers?
 - What should the performance evaluation process look like?
5. Consider the company as a potential employer for you and your teammates.
 - Would you like to work for this firm? Do its policies on work/life balance, diversity, etc. fit with your values? How does the firm treat its employees?
 - What's the most important thing the company needs to do to attract and retain you? What are your career expectations? How patient will you be to "wait your turn" for job expansion and promotion?
 - Other considerations?
6. Develop a vision of the company's future workplace.

I highly recommend that if you choose this option, you leverage the outstanding resources (both human and electronic) available to you at the University libraries. See: <http://guides.library.upenn.edu/mgmt104>

Mechanics: Students can choose their own groups. Groups must be comprised of *exactly five students*. If you have fewer than five students, your group is not complete. If you are having trouble finding exactly five people to work with, please let me know and I will match up incomplete groups.

In order to minimize overlap in presentations, no two groups in a section will be allowed to investigate the same firm or organization. If two or more groups in any section propose to study the same organization or firm, the first to submit their topic will get their top choice. Teams and topics must be submitted by Sept. 22, but if you hope to investigate a particularly hot or popular company, I recommend you submit in advance of the deadline. If you opt for to investigate a community group through Wharton's Social Impact Initiative, Stephanie Kim and I will help you identify organizations to research. Presentation dates (Dec. 1 or 3) will be assigned randomly after the groups are formed.

Because I am allowing you to select your own group, you (as a team) must 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. Group projects will receive a single grade for the entire team. However, students will be asked to rate their team members, and 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.

Project timetable and deliverables

Students inform me of their project teams and submit to me the name of the organization or company they plan to study.	September 22
Project teams submit a 300-500 word proposal to me for approval.	October 27
In-class group work/ presentation practice day	November 24
Project presentations	December 1 & 3
Submission of the final project reports:	December 3
<ul style="list-style-type: none"> • Word format • 8 pages maximum (not counting references) • Can include up to two tables • Times New Roman, 12-font, double-spaced, 1 inch margins 	

Grading

The assignment will be graded on the following criteria:

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- *Organization and structure:* The paper clearly identifies a critical issue to investigate and employs a logical framework for analysis.
 - *Style:* The paper is smoothly and professionally written, using appropriate grammar, spelling, and punctuation.
 - *Integration with course readings, lectures, and discussions:* The clearly draws on and appropriately applies concepts covered in class.
 - *Depth and effort:* The paper demonstrates thorough research, relays information gathered from multiple appropriate sources, and is presented in a persuasive manner.
 - *Creativity and insight:* The material is presented in an original and engaging manner.

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. 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>.

Class Schedule:

		Date	Topic	Reading	Study Questions
1	R	8/27	Course Introduction		
2	T	9/1	Workers, Firms, and Production	<p>(PDF on canvas) Albert Hirschman. 1986. "Exit and Voice: An Expanding Sphere of Influence"</p> <p>(study.net) Robert Kanigel, "Prologue," from <i>The One Best Way: Frederick Winslow Taylor and the Enigma of Efficiency</i>, New York: Viking Press, 1997, pp. 1-10.</p> <p>Film: "Two Days, One Night"</p>	
3	R	9/3	Structure of the labor market	<p>(study.net) Ehrenberg, Ronald G., & Smith, Robert S. (2006). "Overview of the Labor Market" <i>Modern Labor Economics: Theory and Public Policy</i> (9 ed., pp. 25-47). Reading, MA: Pearson Addison Wesley.</p> <p>(study.net) Reynolds, Lloyd G., Masters, Stanley H., & Moser, Colletta H. (1998). "Internal Labor Markets" <i>Labor Economics and Labor Relations</i> (pp. 346-360). Upper Saddle River, NJ: Prentice Hall.</p> <p>(PDF on canvas) three page excerpt-- Streeck, W. (2005). "The sociology of labor markets and trade unions." In <i>The handbook of economic sociology</i> (pp. 254-283). Princeton University Press</p>	
4	T	9/8	STAR POWER		

	W	9/10	(not a class day)	*Reflection due*	
5	R	9/10	STAR POWER (debrief)	<i>(link in Library Reserves section on canvas)</i> Wang, Long, Malhotra, Deepak, & Murnighan, J. Keith. (2011). Economics Education and Greed. <i>Academy of Management Learning & Education</i> , 10(4), 643-660.	
6	T	9/15	Social movements	<p><i>(PDF on canvas)</i> McAdam, Doug. (1996). "Introduction." In D. McAdam, J. D. McCarthy & M. N. Zald (Eds.), <i>Comparative Perspectives on Social Movements: Political Opportunities, Mobilizing Structures, and Cultural Framings</i>. Cambridge, MA: Cambridge University Press. Pages 1-7</p> <p><i>(link in Library Reserves section on canvas)</i> Howard-Grenville, Jennifer A., & Hoffman, Andrew J. (2003). "The importance of cultural framing to the success of social initiatives in business." <i>Academy of Management Executive</i>, 17(2), 70-84.</p> <p><i>(link in Library Reserves section on canvas)</i> Briscoe, Forrest, & Sean Safford. (2010). "Employee Affinity Groups: Their Evolution from Social Movement Vehicles to Employer Strategies." <i>Perspectives on Work</i> 14(1): 42-45. 08</p> <p><i>(link on canvas)</i> The Fight for 15: View video below and search for/read other news reports on the "Fight for Fifteen" Movement.</p>	<ol style="list-style-type: none"> 1. Analyze "Fight for 15" as a social movement. 2. What kinds of frames does "fight for 15" use? To whom are those frames convincing? Could you think of alternate frames?

7	R	9/17	US labor market and labor movements	<p>(study.net) Katz & Kochan (2004); chapter “Historical Evolution of the US Industrial Relations System”</p> <p>(link on canvas) DeSalvo, 2010, “The Trouble with Public Sector Unions” <i>National Affairs</i>. (15 pages)</p>	
8	T	9/22 (Yom Kippur at sundown)	New world of work: contracting, contingency, etc.	<p>(PDF on canvas) Barley and Kunda (2006) “Contracting: A New Form of Professional Practice”. <i>Academy of Management Perspectives</i>.</p> <p>(link on canvas) Hacker, Jacob S. (2006). The Privatization of Risk and the Growing Economic Insecurity of Americans.</p> <p>(link on canvas) Scheiber, N (2015) “Growth in the ‘Gig Economy’ Fuels Work Force Anxieties” NYT, July 12, 2015</p>	

9	R	9/24	Employment Systems: Germany	<p>(PDF on canvas) Hall, P, and D. Soskice, 2001, "Introduction" in <i>Varieties of Capitalism</i>. Pages 21-27.</p> <p>(link in Library Reserves section on canvas) Alexander Reisenbichler and Kimberly J. Morgan. 2012. "From 'Sick Man' to 'Miracle': Explaining the Robustness of the German Labor Market During and After the Financial Crisis 2008-09." <i>Politics & Society</i> 40(4): 549-579.</p> <p>(link on canvas) NYT 4/29/2015 "UAW Reports 55 Percent Membership at VW Plant in Tennessee"</p>	<ol style="list-style-type: none"> 1. Describe the German skill-building system. How does it differ from the US and other liberal market economies? 2. What are the implications of a workforce with high levels of industry-specific skills on product strategy? 3. What are the impacts of German labor policy on firm-level strategies?
10	T	9/29	Employment Systems: India and China	<p>(study.net) Case: China's Evolving Labor Laws (A)</p> <p>(study.net) Case: HMSI</p>	<ol style="list-style-type: none"> 1. What industrial relations/ human resource strategy was being pursued by HMSI's management, and what factors led to its failure? 2. Were any provisions of Indian industrial relations law violated by management? 3. What IR/HRM strategy would you advise going forward? 4. What kind of role should foreign companies have in crafting Chinese labor law?
11	R	10/1	Globalization and work: states and active labor market policy	<p>(PDF on canvas) Freeman (2010) "What Really Ails Europe (and America): The Doubling of the Global Workforce"</p> <p>(study.net) Case: Globalization and the Welfare State: Denmark</p>	<ol style="list-style-type: none"> 1. How did Denmark achieve such low unemployment in 2008? 2. Should Denmark integrate further with EU policies, continue to walk a fine line between autonomy and integration, or forge its own path? 3. Is Denmark prosperous because of, or despite, its welfare state? How does 'flexicurity' affect national competitiveness?

12	T	10/6	Globalization and work: private governance	<p>(PDF on canvas) Locke, RM, 2013, “Can Global Brands Create Just Supply Chains?” <i>Boston Review</i>.</p> <p>(study.net) Case: Rana Plaza: Workplace Safety in Bangladesh</p>	<ol style="list-style-type: none"> 1. Why did this tragedy occur and who was responsible? 2. What needs to be done by managers of international firms sourcing in Bangladesh? By Bangladeshi manufacturers? By governments? 3. Assess the industry response.
13	T	10/13	Midterm 1 (25%)		
14	R	10/15	Extrinsic motivation	<p>(study.net) Kerr, S “On the Folly of Rewarding A While Hoping for B,” <i>Academy of Management Journal</i>, Vol. 18, pp. 769-83.</p> <p>(study.net) Pfeffer, Jeffery. (1998). "Six dangerous myths about pay". <i>Harvard Business Review</i>, 76(3), 108-119.</p> <p>(study.net) HBS: Hausser Food Products</p>	<ol style="list-style-type: none"> 1. How do pay and bonuses work at Hausser Foods? What is the company rewarding? What is the company hoping to get? 2. What do you think Jay Boyer should do? 3. What should Brenda Cooper do?
15	T	10/20	Intrinsic motivation	<p>(study.net) Hackman, J. R., Oldham, G., J “Motivation through the design of work”</p> <p>(study.net) Case: Strike in Space</p>	<ol style="list-style-type: none"> 1. How does job design matter? 2. Describe the organization of the Skylab 3 mission. How well does the work meet the characteristics of satisfying work?
16	R	10/22	Corporate culture and HR systems as competitive advantages	<p>(study.net) O'Reilly, Charles A. (1989). "Corporations, Culture, and Commitment: Motivation and Social-Control in Organizations". <i>California Management Review</i>, 31(4), 9-25.</p> <p>(study.net) Case: Southwest</p>	<ol style="list-style-type: none"> 1. What is Southwest's strategy? Can its success be replicated by a competitor? 2. Analyze Southwest's human capital management system. How does the system link to the company's strategy? 3. How would you describe the culture of the organization?

17	T	10/27	Performance Evaluation	<p>(study.net) John J. Gabarro and Linda A. Hill, "Managing Performance," Harvard Business School (9-496-022).</p> <p>(study.net) Peiperl, M. A. (2001). "Getting 360 degrees feedback right". <i>Harvard Business Review</i>, 79(1), 142-147.</p>	
18	R	10/29	Recruitment	<p>(PDF on canvas) Boch, Laszlo, chapters 3 and 5</p> <p>(link on canvas) Lam, D 2015 "Recruitment, Resumes, Interviews: How the Hiring Process Favors Elites" (interview with Laura Rivera) <i>The Atlantic</i></p> <p>(study.net) Case "SG Cowen: New Recruits"</p>	<ol style="list-style-type: none"> 1. Think of a time when you had a negative recruiting or hiring experience. What were the signs the experience was not going well? 2. What are the key decisions pointst used by SGC in making hiring decisions? What is your evaluation of the process used by the firm? 3. Which two candidates would you select if you were a member of the recruiting committee?
78666-0	T	11/3	Work/life balance	<p>(link on canvas) Slaughter, Anne-Marie, 2012 "Why Women Still Can't Have it All" <i>The Atlantic</i></p> <p>(link on canvas) Rothbard, Nancy, 2014. "You Can Have It All" <i>Psychology Today</i></p> <p>(link on canvas) Claire Cain Miller. 2014. "Paternity Leave: The Rewards and the Remaining Stigma." <i>The Upshot, The New York Times</i>, November 7.</p> <p>(study.net) The Case of the Part Time Partner</p>	<ol style="list-style-type: none"> 1. If you were on the promotions committee, would you vote to make Julie Ross a partner? Why or why not? 2. If the firm decides not to offer Ross a partnership, what might happen? 3. Should the firm establish a part time partnership track?

20	R	11/5	Discrimination at work	<p>(link in Library Reserves section on canvas) Bertrand, M., and S. Mullainathan, “Are Emily and Greg More Employable than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination,” <i>The American Economic Review</i>, 94(4) (2004), 991-1013.</p> <p>(link in Library Reserves section on canvas) (Read 228-231; Summary beginning on pg. 252) Bertrand, Marianne, Goldin, Claudia, & Katz, Lawrence F. (2010). “Dynamics of the Gender Gap for Young Professionals in the Financial and Corporate Sectors.” <i>American Economic Journal: Applied Economics</i>, 2(3), 228-255.</p> <p>(study.net) Employment Vignettes</p>	<ol style="list-style-type: none"> For each vignette, what, if anything, would you have done differently? Why? How should each lawsuit be decided?
21	T	11/10	Building skills for work	<p>(study.net) Cappelli (2008) “Talent Management for the 21st Century” <i>Harvard Business Review</i>, 86(3), 74-81.</p> <p>(study.net) Porter & Rivkin, “Looming Challenge to US Competitiveness”</p> <p>(link on canvas) Davidson (2012) "Making It in America", <i>The Atlantic Monthly</i></p> <p>(study.net) Case: Infosys training</p>	
	W	11/11	(not a class day)	*Work assignment due*	

22	R	11/12	Low wage and precarious work	<p>(link in Library Reserves section on canvas) Kalleberg, A. L. (2009). Precarious work, insecure workers: Employment relations in transition. <i>American sociological review</i>, 74(1), 1-22.</p> <p>(link on canvas) Kantor, J, (2014) “Working Anything but 9 to 5”. NYT, 8/13/14</p>	<ol style="list-style-type: none"> 1. Who’s to blame for Jannette Navarro’s trouble in finding childcare while she works? 2. Why did Starbucks adopt variable scheduling? What would be the costs of dropping it, or adapting it to maximize stability instead of minimize wage costs?
23	T	11/17	Labor and immigration	<p>(link on canvas) Preston, J 2015 “Pink Slips at Disney. But First, Training Foreign Replacements”. NYT, June 3, 2015</p> <p>(PDF on canvas) Saxenian, AL (2002) “Brain Circulation: How High-Skill Immigration Makes Everyone Better Off “ THE BROOKINGS REVIEW Winter 2002 Vol.20 No.1 pp. 28-31</p> <p>(link on canvas) Maslin Nir, S (2015) “The Price of Nice Nails”. NYT</p>	<ol style="list-style-type: none"> 1. What kind of opportunity does the nail salon industry present for immigrants? 2. Who is responsible for the problems of salon employment outlined by Nir? 3. What remedies would you advise for individual workers? For salon owners? For regulatory bodies?
24	R	11/19	Midterm #2 (25%)		
25	T	11/24	Group Project work day	No assigned reading	
	T	12/1	Project Presentations I (20%)		
	R	12/3	Presentations II		
	T	12/8	Discussion and Conclusions	(link in Library Reserves section on canvas) Piore, “Whither Industrial Relations?”	