

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

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Instructor: Trevor Young-Hyman  
E-mail: [trevory@wharton.upenn.edu](mailto:trevory@wharton.upenn.edu)  
Phone: 215.898.6479  
Office: 3059 Steinberg Hall-Deitrich Hall  
Office Hours: Friday 9:00AM-Noon

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**Course Meeting Times and Locations**

**MGMT 104001:** Tuesday and Thursday, 9:00 AM – 10:30 AM

**MGMT 104002:** Tuesday and Thursday, 1:30 PM – 3:00 PM

**MGMT 104003:** Tuesday and Thursday, 3:00 PM – 4:30 PM

**Course Objectives**

Today, most individuals spend a larger portion of their waking hours working than in any other category of activity. As digital technology increasingly automates routine tasks, work is becoming more knowledge-intensive and constitutes a core source of competitive advantage for market-based firms. Thus, for both individuals and organizations, work and employment are central issues to understand and manage. The purpose of this course is to provide an introduction to the world of work and employment, from both the worker's and firm's perspective.

This course seeks to introduce students to a combination of basic concepts and timely topics around work and employment. As such, it is divided into two main sections and two quarters within each of those. The first main section deals with micro-level work issues, while the second main section deals with macro-level work issues. Within each of those sections, the first quarter deals with more conceptual topics, while the quarter section deals with more applied topics.

In the first main section, we will investigate micro features of the employment relationship, considering fundamental challenges like setting incentives, monitoring, encouraging creativity, and hiring. In this section, the applied quarter will focus on the organizational challenges of knowledge-intensive work, covering topics like professional service firms and lean production. In the second section, we will move up a level of analysis to examine labor markets and labor market institutions. We will consider concepts like internal labor markets, unemployment, collective bargaining, and career ladders. As applied topics, we will examine issues like labor market discrimination, immigration of skilled workers, and work/life balance.

Formally, this introductory management course aims for students to:

- Understand the main concepts and theories of industrial relations and human resource management
- Analyze how institutions, markets, managers, and workers structure the employment relationship
- Investigate how various IR/HRM policies affect firm performance and employee motivation
- Apply IR/HRM concepts to real-world problems faced by managers

- Consider – from multiple perspectives – the impacts of managerial IR/HRM decisions, both positive and negative, on individual workers and on the broader society
- Reflect on how they plan to navigate their own career paths, as workers, managers, and (perhaps) as employers

## **Readings**

All listed readings are required, unless I indicate otherwise. Students should complete the assigned readings thoroughly *before* class on the day shown in the schedule. I expect you to come to class with a general understanding of the key topics covered in the readings. Assigned readings can be accessed through Canvas, study.net, and web links posted in the schedule below.

In the schedule, you will find both “readings” and “cases”. You should read all of the materials listed under these categories before the start of the associated class session.

We will frequently discuss topics in class that are distinct from, though related to, the topics in the readings. Nonetheless, students are responsible for all the assigned reading material on midterms and papers. Be sure to email me or visit during office hours if you have questions about the readings.

## **Assessments & Grading**

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

- In-Class or Online participation: 15%
- Simulation participation and response paper: 5%
  - Late papers will not be accepted.
- Midterm #1 (March 1): 25%
- Work interview (due March 28): 5%
  - Please see handout for guidelines. Late papers will be marked down 20% per calendar day.
- Midterm #2 (April 19; **NOT** cumulative): 25%
- Group Project (presentations: April 21 and April 26, papers due April 26): 25%

### *Participation (15%)*

Students’ participation scores will be based on:

1. Showing up (on time) to class: Class time will not be simply a regurgitation of the readings, but will include regular exercises, discussions, activities, and group tasks. Therefore, attendance is required. To ensure you get credit for attending class, please arrive before the start of class at the section to which you are assigned and sit in your assigned seat. If you need to attend a different section on a particular day, due to special circumstances, that is an option. If you are doing so, please let me know at the start of class. Students can miss a maximum of **THREE** classes without penalty.
2. In-Class Participation: Students should come to class prepared to discuss the readings. Cold calls are fair game. I welcome comments and questions, but they should be relevant and informed. That means they should be connected to the topics we are discussing at that

point in class and they should draw support from other sources: course readings, media, real-world experience, or other courses. Quality is better than quantity.

Beyond open discussion, there will be opportunities for in-class participation through small group work and exercises.

3. Listening in class: Participation entails active listening, to the professor and especially to peers. I reserve the right to cold call students to address the comments of their peers. Failure to listen actively may result in lower participation grades.
4. Electronic Devices in Class: Laptops and Tablets are not permitted in class. They are a distraction to the user and others. Numerous studies indicate that note taking on electronic devices is associated with lower class performance. As for cell phones, please be respectful. I know people need to check their phones every once in a while, but don't let it be a distraction. Inappropriate use of electronic devices will lower your participation grade.
5. Participation on Yellowdig: Yellowdig is an information sharing platform to facilitate exchange of course-related materials. I will occasionally post material. You can post comments, relevant news articles, videos, etc. Some students are more introverted than others and this is intended to provide an alternative to in-class participation. Of course, any students are welcome to post.

Should I find a consistent problem with under-prepared students, I reserve the right to drop a pop quiz on you.

*In-class Simulation and Response Paper (5%)*

On March 3, students will participate in a simulation during class. A short (600 word) write up of your reactions to the exercise will be due by 11:59PM on March 14. Your reaction paper must be submitted as a .PDF file on Canvas. Together, participation and reflection will count for 5% of your final grade. I strongly advise you to come to class on March 3 and submit your response on time on March 14! Late response papers will not be accepted. Students who are absent on March 3 and/or fail to submit a response on March 14 will be given an alternate assignment; a 1000 word memo based on library research due on March 30.

*"Work" Interview (5%)*

**\*Submit as a .PDF on Canvas by 11.59 PM March 28\***

For this assignment, you will interview an individual about her or his work history and experiences. Choose a subject with significant work experiences – twenty or more years – who works for a private sector firm. 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:

- What has been the trajectory of your career?
- 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 effect 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?
- How has your profession changed since you entered into it?
- What technologies have changed your job most drastically and how?

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?

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*

Please submit, via Canvas as a .PDF file, a five page, typed report, with an additional cover page (double-spaced, 12 pt. Times New Roman font, page numbers, one inch margins).

- 1 page – Cover page with your name, and some basic information on the interviewee (this section 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 (25%)

**Presentation: April 21 or 26 (to be assigned at random) PPT or PDF file must be emailed to me two hours before class. Paper due as PDF on Canvas on April 26.**

Your team will analyze the HR policies and practices of an existing for-profit firm. Your team can pick the company you would like to study. I strongly encourage you to investigate a firm where you would like to eventually work or a firm that resembles your dream employer. The information you gain may be useful down the road.

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?
  - What is the company’s talent management strategy?
  - How is technology changing the company’s labor needs?

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/like 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 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 February 16, but if you hope to investigate a particularly hot or popular company, I recommend you submit in advance of the deadline. Presentation dates (April 21 or 26) 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.

One of the most common problems with group projects is a perception of uneven contributions among team members. Two points on that topic. First, in order to reduce the likelihood of this outcome, you are required to submit a description of the division of responsibilities among teammates as part of your 500 to 1000 word proposal. In addition to a description of the proposed project, you should include an inventory of the tasks required to complete the project and assignments of individuals to those tasks. Second, you are encouraged to have an honest conversation with your teammates about goals for this project. How many hours are you willing to commit to this project? When are you willing to meet? What is the minimum grade you would find acceptable? Individuals have different goals and competing priorities, but it is essential to reach agreement early on. Clear expectations and shared goals are central to effective team performance.

*Project timetable and deliverables*

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|--|-------------|
| Students inform me of their project teams and submit to me the name of the organization or company they plan to study. | February 16 |
| Project teams submit a 500-1000 word proposal to me for approval.  | March 17    |
| Project presentations: email .PPT file two hours before class (no keynote or Prezi, please)                            | April 21    |
| Submission of the final project reports:   | April 26    |
| <ul style="list-style-type: none"> <li>• PDF file uploaded to canvas by 11.59 PM</li> </ul>                            |             |

- 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.
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### **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>.

As part of that effort, I will process written assignments with the Turnitin plagiarism checking software. This software will compare the text of the document with a national repository of previously submitted course writings, published papers, and internet sites.

## **Class Schedule**

### **#1 – Course Introduction – Thursday, January 14, 2016**

#### **Readings:**

- Review course syllabus; *[on Canvas]*

#### ***[Micro Views – Within Organizations]***

### **#2 - Agency Theory, TCE, and Critical Views of the Employment Relationship – Tuesday, January 19, 2016**

#### **Readings:**

- Eisenhardt, Kathleen M. (1989). "Agency Theory: An Assessment and Review." *Academy of Management Review*, 14(1), 57-74.; Read pages 58-63; *[download from <http://www.jstor.org/stable/258191>]*
- Scott, W. Richard, & Gerald F. Davis. (2006). "The dyadic environment of the organization." *Organizations and organizing: rational, natural, and open systems perspectives*. Upper Saddle River, NJ: Prentice Hall. – (read 221 – 227 (stop at "Empirical Applications"); 229-230 ("The employment relation"); 231-233 ("Criticisms and Responses")); *[on Canvas]*
- Edwards, Richard (1979). "Chapter 1 – Three Faces of the Hidden Abode" in *Contested Terrain*, Basic Books Publishers. (skim 3-10; read closely 11-18 (end of section); skim 18-22); *[on Canvas]*

### **#3 - Recruitment and Retention – Thursday, January 21, 2016**

#### **Readings**

- Gladwell, Malcolm. (2004, September 20). "Personality Plus". *The New Yorker*, 42-48; *[download from [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; *[download from <http://gladwell.com/the-new-boy-network/>]*
- Peck, Don. "They Are Watching You at Work. *The Atlantic*, November 20, 2013; *[download from <http://tinyurl.com/oekcqdj>]*
- Ryan, Ann Marie & Nancy T. Tippins (2004), "Attracting and Selecting: What Psychological Research Tells Us", *Human Resource Management*, Vol. 43: p. 305-318. *[download from <http://tinyurl.com/n9kbhrq>]*

### **#4 - Pay Systems/Extrinsic Motivation – Tuesday, January 26, 2016**

#### **Readings**

- Pfeffer, Jeffery. (1998). "Six dangerous myths about pay". *Harvard Business Review*, 76(3), 108-119. *[download from <http://tinyurl.com/o2wwtg3>]*

- Kerr, Steven. (1975). "On the Folly of Rewarding A While Hoping for B". *Academy of Management Journal*, 18(4), 769-783. [download from <http://www.ou.edu/russell/UGcomp/Kerr.pdf>]

#### Case

- Capon (2012), Hausser Food Products Company, Columbia Business School CaseWorks; [\[on study.net\]](#)

### #5 - Intrinsic Motivation/Job Design – Thursday, January 28, 2016

#### Readings

- Kanigel, Robert (1997) "Prologue," from *The One Best Way: Frederick Winslow Taylor and the Enigma of Efficiency*, New York: Viking Press, pp. 1-10. [\[on Canvas\]](#)
- Hackman, J.R. and Oldham, G.J. (1980). "Motivation through the design of work" in *Work Redesign*. Prentice Hall; pp. 71-98. [\[on Canvas\]](#)
- Parker, Sharon, Toby D. Wall, and John L. Cordery (2001) – "Future Work Design Research and Practice: Towards an Elaborated Model of Work Design" *Journal of Occupational and Organizational Psychology*. Vol. 74 (read to 413 to 419 closely, skim the rest). [download from <http://tinyurl.com/q9glt3t>]

#### Case

- Blabaky (1980). "Strike in Space" [\[on study.net\]](#)
  - Questions – What leads up to this break? How would you repair it?

### #6 - Organizational Culture and Commitment – Tuesday, February 2, 2016

#### Readings

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

#### Case

- Stoeckel, Howard and Bob Andelman (2014) *The Wawa Way: How a Funny Name and 6 Core Values Revolutionized Convenience*. Running Press, Philadelphia, PA. (read Chapters 1, 5, and 7) [\[on Canvas\]](#)

### #7 - Performance Evaluation/Performance Appraisal – Thursday, February 4, 2016

#### Readings

- Peiperl, M. A. (2001). "Getting 360 degrees feedback right". *Harvard Business Review*, 79(1), 142-147. [download from <http://tinyurl.com/nzq7tak>]
- John J. Gabarro and Linda A. Hill (1995), "Managing Performance," *Harvard Business School* (9-496-022). [\[on study.net\]](#)

#### Case

- Karen Leary [\[on study.net\]](#)

**#8 - Building Skills/Talent Development – Tuesday, February 9, 2016**

## Readings

- Cappelli, Peter (2008) “Talent Management for the Twenty-First Century”, *Harvard Business Review*. [[on Canvas](#)]
- Smith, Roland and Michael Campbell. “How to Hold Effective Talent Conversations”, August 29, 2011, [www.forbes.com, \[http://tinyurl.com/3mfh9bm\]](http://tinyurl.com/3mfh9bm)

## Case

- Infosys Technologies [[on study.net](#)]

## In Class

- “The Talent Conversation”

**[From The Firm’s Perspective – Particular Contexts and Challenges]**

**#9 - Knowledge-Intensive Work and Decentralized Organizations – Thursday, February 11, 2016**

## Readings

- Drucker, Peter F. (1999) “Knowledge-Worker Productivity: The Biggest Challenge” *California Management Review*. Vol. 41, No. 2; [[on Canvas](#)]
- Florida, Richard and Jim Goodnight (2005), “Managing for Creativity”, *Harvard Business Review*. July-August; [[on Canvas](#)]

## Case (\*\*pick one to read and prepare in advance\*\*)

- Thomke, Stephan (2000) “IDEO Product Development”, Harvard Business Review Case Study; [[on study.net](#)]
- Bernstein, Ethan, Francesca Gino, and Bradley Staats (2014) “Valve - Opening the Valve: From Software to Hardware”; Harvard Business Review Case Study; [[on study.net](#)]
- “Holacracy at Zappos” (2015) IBS Center for Management Research Case Study; [[on study.net](#)]

**#10 - Lean Production – Tuesday, February 16, 2016**

## Readings (\*\*read Spear and Bowen first\*\*)

- Spear, Steven and H. Kent Bowen (1999) “Decoding the DNA of the Toyota Production System” [[on Canvas](#)]
- Staats, Bradley and David Upton (2011) “Lean Knowledge Work”, *Harvard Business Review*, October. [[on Canvas](#)]

## Case

- Adler, Paul and Robert E. Cole (1993) “Designed for Learning: A Tale of Two Plants”, *Sloan Management Review*, Spring. [\[on Canvas\]](#)

**\*\*\*MLK Day – No Class\*\*\* - Thursday, February 18, 2016**

**#11 - Partnerships and Professional Services Firms – Tuesday, February 23, 2016**

Reading

- Nordenflycht, Andrew (2010), “What is a Professional Service Firm? Toward a Theory and Taxonomy of Knowledge-Intensive Firms”, *Academy Management Review*. Vol. 35. No. 1, pp. 155-174. [\[download from http://tinyurl.com/qc62lu4\]](http://tinyurl.com/qc62lu4)
- Ibarra, Hermina (2000), “Making Partner: A Mentor’s Guide to the Psychological Journey”, *Harvard Business Review*. March-April. [\[on Canvas\]](#)

Case

- Nanda, Ashish and Kelley Morrell (2003) “Developing Professionals: The BCG Way” *Harvard Business Case Studies*. [\[on study.net\]](#)

**#12 - Review Day/Group Work Day – Thursday, February 25, 2016**

**#13 - Exam 1 – Tuesday, March 1, 2016**

***[Macro View – Core Concepts]***

**#14 - In-Class Exercise – Thursday, March 3, 2016**

**\*\*\*Spring Break\*\*\* - March 5, 2016 – March 13, 2016**

**#15 - In-Class Exercise Debrief – Tuesday, March 15, 2016**

Readings

- Wang, Long, Malhotra, Deepak, & Murnighan, J. Keith. (2011). Economics Education and Greed. *Academy of Management Learning & Education*, 10(4), 643-660. [\[download from http://tinyurl.com/nscwv7\]](http://tinyurl.com/nscwv7)

**#16 - Structure of the Labor Market – Thursday, March 17, 2016**

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. [\[on Canvas\]](#)
- 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. [\[on Canvas\]](#)
- Streeck, Wolfgang. (2005). "The sociology of labor markets and trade unions." In *The handbook of economic sociology* (pp. 254-283). Princeton University Press. [\[on Canvas\]](#)

**#17 - The Changing Nature of the Employment Relationship – Tuesday, March 22, 2016**

## 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. *[on Canvas]*
- Cappelli, Peter (1999) – "Chapter 1: The New Deal At Work", in *The New Deal at Work: Managing the Market-Driven Workforce*. Harvard Business Review Process. *[on Canvas]*

**#18 – Unions – Thursday, March 24, 2016**

## Reading

- 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]. [download from <http://ilr.sagepub.com/content/62/1/3>]*

## Case

- Capital Bikeshare Organizing Drive – readings TBD

## In class

- Capital Bikeshare Organizing Drive – guest speaker

**\*\*Work Interview Due\*\* - Monday, March 28, 2015****#19 - Modern Careers – Tuesday, March 29, 2015**

## Reading

- Cappelli, Peter (2010) – "Rise and Decline of Managerial Development" *Industrial and Corporate Change*, Volume 19, Number 2, pp. 509–548 *[read closely section starting on 533 to end]; [on Canvas]*
- Barley, Stephen and Gideon Kunda (2006) "Contracting: A New Form of Professional Practice" *Academy of Management Perspectives*. February; *[on Canvas]*
- Kim, Young-Mi (2013) "Diverging top and bottom: Labor Flexibilization and Changes in Career Mobility in the United States" *Work, employment and society* 27(5) 860– 879; *[on Canvas]*

## Case

- Hoffmann, Reid et al. (2013) – "Tours of Duty: The New Employer Employee Compact" *Harvard Business Review*. June; *[on Canvas]*

***[Macro-Views Topical Issues]*****#20 - Discrimination/Labor Market Inequities – Thursday, March 31, 2016**

## Readings

- Bertrand, M., and S. Mullainathan, (2004), “Are Emily and Greg More Employable than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination,” *The American Economic Review*, 94(4) 991-1013. [download from <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. [only read 228-231; summary beginning on pg. 252]; [download from <http://www.aeaweb.org/articles.php?doi=10.1257/app.2.3.228>]
- O’Brien, Matthew (2013) “The Terrifying Reality of Long-Term Unemployment” *The Atlantic*, April 13, 2013. [on Canvas]

## Case

- Goldberg, Lena, and Chad Carr (2012) “Employment Vignettes” *Harvard Business School Case Studies* (9-311-021). [on study.net]

**#21 - Skilled Labor and Immigration – Tuesday, April 5, 2016**

## Readings

- Saxenian, Anna Lee (2002) “Brain Circulation: How High-Skill Immigration Makes Everyone Better Off”, *The Brookings Review*, Winter. Vol.20 No.1. pp. 28-31 [on Canvas]
- Ruiz, Neil, Jill Wilson, and Shyamali Houdhury (2012), “The Search for Skills: Demand for H-1B Immigrant Workers in U.S. Metropolitan Workers”. Brookings Institution [read closely up to “Policy Implications”, skim after]; [download from <http://tinyurl.com/onqgf4p>]
- Preston, Julia “Pink Slips at Disney”, *New York Times*. June 3, 2015 [read at <http://tinyurl.com/on2726u>]
- Portes, Alejandro (2009) “Migration and development: reconciling opposite views”, *Ethnic and Racial Studies*, 32:1, 5-22, [read 5-7, 12-19, rest is optional] [on Canvas]

**#22 - Low Wage and Precarious Work – Thursday, April 7, 2016**

## Readings

- Kalleberg, Arne (2009) – “Precarious work, insecure workers: Employment relations in transition” *American Sociological Review*, Vol. 74. February:1–22. [download from <http://asr.sagepub.com/content/74/1/1.full.pdf>]
- Marglin, Stephen (1974) "What Do Bosses Do?" *Review of Radical Political Economy*, Summer. [on Canvas]

## Case

- Kantor, J, (2014) “Working Anything but 9 to 5”. *New York Times*, 8/13/14; [read on <http://tinyurl.com/morpl8b>]

**#23 - Work/Life Balance – Family and Work, Gender and Work – Tuesday, April 12, 2016**

## Readings

- Slaughter, Anne Marie (2012) “Why Women Still Can’t Have It All” *The Atlantic Magazine*, July/August [read on <http://tinyurl.com/ckrjh82>]
- Rothbard, Nancy, (2014). “You Can Have It All” *Psychology Today*, [read on <http://tinyurl.com/plzzmk9>]
- Cain Miller, Claire (2014) “Paternity Leave: The Rewards and Remaining Stigma” *New York Times*. [read on <http://tinyurl.com/q3mq5lj>]

## Case

- Loveman, Gary (1990) “Case of the Part Time Partner”, *Harvard Business Review* [on [study.net](http://study.net)]

**#24 - Review Session/Group Work Day – Thursday, April 14, 2016**

***[Presentations and Final Exam]***

**#25 - Exam 2 – Tuesday, April 19, 2016**

**#26 - Project Presentations – Thursday, April 21, 2016**

**#27 - Project Presentations – Tuesday, April 26, 2016**