

MGMT 104: Industrial Relations and Human Resource Management

Instructor:	Sara Jane McCaffrey	Meeting Times:	
E-mail:	mcsa@wharton.upenn.edu		MGMT 104001: 9-10.20
Phone:	215.746.5719		MGMT 104002: 1.30-2.50
Office:	3020 Steinberg Hall-Dietrich Hall		MGMT 104003: 3-4.20
Office Hours:	Wednesdays, 10.30 to 11.30; 1.30 to 2.30 and other days by appointment		

Course Objectives

This introductory management course aims for students to:

- o Analyze how institutions, markets, managers, and workers structure the employment relationship;
- o Understand the main concepts and theories of industrial relations and human resource management (IR/HRM);
- o Investigate how various IR/HRM policies affect employee motivation and firm performance;
- o Apply IR/HRM frameworks to real-world problems faced by managers;
- o Compare different countries' labor institutions and evaluate how those institutions shape management strategy;
- o Consider – from multiple perspectives – the impacts of managerial IR/HRM decisions, both positive and negative, on individual workers and on the broader society; and
- o Reflect on how they plan to navigate their own career paths, as workers, managers, and (perhaps) as employers.

The course is divided into four sections. In section one, we discuss ways of looking at employment and the structure of the labor market. We then focus on how organizations recruit, motivate, compensate, and evaluate their workers, and consider the impact of HR policies and institutions on firm strategy. In section three, we investigate collective action by workers and managerial responses to it. In the final section of the course, we compare labor market institutions in the US to those in other countries, and explore the impact of globalization on workers and production.

A note on readings: Students must complete the assigned readings (and view the assigned videos) 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. This syllabus includes for each set of readings a list of “Study Questions” to help guide your preparation.

In several 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 at the end of this syllabus and in the ‘Assignments’ section of the Canvas site. Even if we do not cover all of the assigned readings in class, students will be responsible for all the assigned material on exams and papers. Be sure to email me or visit during office hours about anything you don’t understand.

Meeting with the professor: Throughout the term, I hope to get to know all of you in class, and encourage any interested students to drop by during office hours and/or attend at faculty-student lunches. If you have classes that conflict with my scheduled office hours, please email me for an appointment, suggesting 3-4 alternate times that would work for you. In addition, I will post sign-ups for faculty-student lunches on Canvas. Times, dates, and locations are usually posted 2-3 days before the event (I’ve found that fall recruiting makes it difficult for students to commit far in advance.) Due to the large number of students in MGMT 104 this term, I ask that each student sign up for only one lunch.

Assessments & Grading

Students can earn a total of 300 points in this course, in the following categories:

	Points	% of total
1. Midterm #1 (October 10)	75	25
2. Midterm #2 (November 28)	75	25
3. Group Project Paper	75	25
4. Group Project Presentation	6	2
5. Individual Paper	24	8
6. Class Preparation and Participation	45	15
	300	100%

In the interest of fairness, all students will be given the same assessment opportunities. There will be no opportunities to earn 'extra credit' beyond of what is outlined in this syllabus.

Class grades will be determined using an absolute grading scale. There will be no curve with a forced final grade distribution, no set number of "A"s or "B"s to be awarded, and no student's grade will be lowered. However, absent collusion, raw scores may be curved *up* at the end of the term. If, for example, of a total of 300 possible points, the highest raw score in the class is 294, I will add six points to each student's raw score before calculating the final grades. The following scale will be used to determine the final course grades:

98-100%	A+	77-79.99%	C+
93-97.99%	A	73-76.99%	C
90-92.99%	A-	70-72.99%	C-
87-89.99%	B+	65-69.99%	D
83-68.99%	B	<65	F
80-82.99%	B-		

Midterms

- All three sections of MGMT 104 will take their midterms together, on **Tuesday, October 11**, and on **Tuesday, November 28**, from 7.30-8.50 PM.
 - Due to the evening midterm, we will not hold class on those two days.
 - Please note that November 28 is the Tuesday after Thanksgiving break.
 - Midterm #2 will cover **ONLY** material assigned after the first midterm.
- Tuesday, October 10 midterm room assignments
 - 9 AM section: **SHDH 350**
 - 1.30 PM section: **SHDH 351**
 - 3 PM section: **room number TBA**
- Tuesday, November 28 midterm room assignments
 - 9 AM section: SHDH 350
 - 1.30 PM section: SHDH 351
 - 3 PM section: room number TBA
- **Students must obtain permission *before* missing a midterm.** Make-up exams will only be granted in cases of conflict with another scheduled class at Penn, serious illness, or a (documented) job interview.
- Make-up midterms will be administered for all authorized students simultaneously, at **7.30 AM**.
 - Midterm #1 makeup: Monday, October 17 in **ROOM TBA**
 - Midterm #2 makeup: Tuesday, December 5 in JMHH G60.

Group Project: Presentation and Paper

For detailed information on the expected content and format of the group projects, as well as a timetable for deliverables and a grading rubric, please see the prompt posted on Canvas.

- Teams must consist of **exactly five students** and all members of a team **must be registered in the same section** of the course.
- Late paper policy: groups who submit their papers late will be docked two points for the first day (or fraction thereof) and five more points for each additional day.
- Groups will receive one grade for the project. However, if multiple members of a group feel that particular individuals of a group deserve higher or lower grades, I will consider the possibility of assigning individual grades.

Project timetable and deliverables

Before Oct. 3	Project team composition must be input on Canvas (click on “People” then the tab for “Project Groups”). You may input your own groups, but note that groups MUST contain exactly five members from the same section . Members of incomplete groups may be split up and reassigned. After you have input your complete group on Canvas, please email me your tentative topic. No two groups in the same section will be allowed to cover the same organization.
Before Oct. 26	Project teams submit a 300-500 word proposal on Canvas for my approval.
Nov. 3 & 5	OPTIONAL group meetings with the professor – sign up for a slot on Canvas. NB that Nov. 5 is a Sunday.
Nov. 30	In-class group project workshop. Attendance will be taken.
Dec. 5&7	Project presentations: Upload your .PPT or .PDF file at least four hours before class (no keynote or Prezi, please) and bring a copy on a memory stick.
Dec. 7	Submission of the final project reports <ul style="list-style-type: none">• .pdf or .docx file uploaded to canvas by 11.00 PM

Individual Writing Assignment

For detailed information on expected content and format for the individual writing assignments, please see the prompts posted on Canvas.

Individual Writing Assignment Mechanics:

- Students must choose **ONE** of the following writing assignments:
 - Career Interview: due **Sunday, October 15** at 11.00 PM
 - Organized Labor/Collective Work Interview: due **Sunday, November 12** at 11 PM
- Late paper policy: students who submit their papers late will be docked one point for the first day (or fraction thereof), one more point for the second day, and two additional points each additional day.

- Students may submit **only one** of the two individual writing assignments for a grade. Submitting both and dropping the lowest grade is not an option.

Class Preparation, Attendance, Homework, and in Class Participation

A. Showing up (on time)

- To ensure you get credit for attending class, please arrive on time at the section in which you are enrolled, sit in your assigned seat, and display your name card.
- Students can miss a maximum of **FOUR** classes without penalty. I strongly advise that you reserve these absences for days when religious holidays, job interviews, illness, or family emergencies make it difficult for you to attend class.
- Students who miss five or more classes will be penalized. Each absence above four will result in:
 - a six point penalty (from the total 300) for absence #5,
 - an additional ten point penalty for absence #6, and
 - additional fifteen point penalties for each subsequent absence.
- ***Attendance at fewer than half the teaching sessions may result in course failure.***
- Though I am always keen to hear about students' job interviews or to commiserate about a bad cold, students do not need to inform me in advance of an absence on a normal class day.
- For a serious reason (a job interview, for example) and *with prior permission*, students may attend another section of the course than that in which they are enrolled. To get credit for your attendance, please obtain permission in advance and be sure to collect, fill out, and submit the "Wrong Section" form.

B. Active Listening: No laptops or tablets in class.

- Convincing research shows that using laptops in class reduces learning and distracts neighbors. Students with laptops or tablets open during class will be asked to put them away and will be docked points in this category.
- I do not intend to police under-the-desk use of cell phones during class. However, texting/surfing is strongly discouraged and will result in lost points in this category. Please be especially mindful not to distract fellow students.

C. Homework

- *"About Me" slide:* Please complete and upload by **Aug. 28**, or (if you add the class late) when you register. A template is available on Canvas.
- *Simulation response:* On **October 12**, students will participate in a simulation during class, and submit responses to homework questions by midnight that night. Should students miss that day for any reason or fail to submit answers to the questions (which will be graded on a pass/fail basis), they will be offered the option to complete a short alternative assignment. Failure to complete the simulation and receive a passing grade for the online response OR to submit the alternative assignment will result in the loss of points for this assessment category.
- *Online discussion board:* students are required to contribute to an online discussion board. Students can post articles with comments, ask and answer questions, and provide other insights germane to the class. Students must post at least three comments before Oct. 17 and a total of six comments before midnight on December 1. Please note that replying to someone else's post earns as much credit as starting your own new topic. Posts must include substantive comments (a mere link to an MGMT104-related article does not suffice) and be a minimum of 50 words each to earn credit.
- *Other homework will be assigned in advance of certain class days and guest visits:* For example, using the "Quizzes" tab on Canvas, I will ask students to submit answers to questions or on Canvas in advance of a visit from a guest speaker, or respond to an online poll about assigned reading. Failure to complete assigned homework could result in lost points in this assessment category.
- Should I find class preparation lagging, I may begin to require submission of answers to study questions, or to administer online or in-class (announced) quizzes on the assigned reading. I do not anticipate that I will need to exercise this option, but reserve the right to do so.

D. Speaking in Class

- Because discussion is a substantial part of this course, student participation is essential – for both your own learning and that of the other students. Students are expected to come to class having read and thought about the assigned material. Cold calls are fair game.
- Students must contribute ***memorably and effectively*** to earn credit in this category. I will post interim feedback for this assessment category on Canvas in the middle of the term. Absences will not factor into the tabulation of scores for this category (i.e., the speaking score will be a sum of points accumulated, not an average based on the number of times a student attends class).
- 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.
- **High-quality participation also involves knowing when to speak and when to listen or allow others to speak.** Vague, tangential, or repetitive comments, along with remarks that are disrespectful of other students, will result in lost credit.
- *Bonus points:* the top 2-4 contributors to each section *may* be awarded up to twelve bonus points for class preparation, homework, and participation. Whether and how to award these points will be at my sole discretion.

Academic Integrity

All students are required to abide by the Code of Academic Integrity, which can be found online at <https://provost.upenn.edu/policies/pennbook/2013/02/13/code-of-academic-integrity>. 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

1 Introduction and Course Overview

Tues., Aug. 29

Course Syllabus

Study Questions:

1. Do you have any questions about the course's objectives, assignments, or assessments?

2 Workers and Firms

Thurs., Aug. 31

Hirschman, A. O. (1970). *Exit, Voice, and Loyalty: Responses to Decline in Firms, Organizations, and States*. Harvard University Press. *Short excerpt posted on canvas.*

8 pages

Anderson, Elizabeth (2017) "How Bosses are (Literally) Like Dictators". Vox.com, July 17, 2107. <https://www.vox.com/the-big-idea/2017/7/17/15973478/bosses-dictators-workplace-rights-free-markets-unions>

8 pages

AP (2017) "Wall Street Balks as American Airlines Gives Employees Pay Raises". <http://www.seattletimes.com/business/wall-street-balks-as-american-airlines-gives-employees-pay-raises/>

1 page

Case: Kantor, J and D Streitfield (2015) "Inside Amazon: Wrestling Big Ideas in a Bruising Workplace" New York Times, August 15, 2015.

13 pages

<http://www.nytimes.com/2015/08/16/technology/inside-amazon-wrestling-big-ideas-in-a-bruising-workplace.html>

OPTIONAL: Cowen, Tyler (2015) "Tanner Lecture Comment: by Tyler Cowen on Elizabeth Anderson"

8 pages

<https://www.gmu.edu/centers/publicchoice/faculty%20pages/Tyler/Tanner%20lecture%202015.pdf>

Study Questions:

1. What do Amazon managers do to maximize worker productivity? Is there evidence that these techniques work? Would you take a job at Amazon? Why or why not?
2. Apply Hirschman's exit/voice framework to the Amazon case. Where do you see exit, and/or voice, in the Amazon example? How useful do you think Hirschman's framework is for understanding the case? What predictions might the voice/exit framework lead you to make about Amazon?
3. Do you agree with Anderson that bosses have too much power over workers? If not, why not? Which of her assumptions and pieces of evidence do you find most compelling, or most troublesome?

3 Labor Markets

Tues., Sept. 5

Hyclak, T, G. Johnes, and R. Thornton (2013). "Internal Labor Markets" Fundamentals of Labor Economics 2E (pp. 243-62; 268-273; please note: you will be reading the skipped pages later in the term). Upper Cengage. *See study.net.*

25 pages

Streeck, W. (2005). "The Sociology of Labor Markets and Trade Unions." In *The Handbook of Economic Sociology* (pp. 254-283). Princeton University Press. *Read the sections "The Sociology of Labor Markets", beginning toward the end of page 254 and ending at the bottom of 256; and the part from the bottom of the first column on 261 ("The supply of free labor in a society – ") to the bottom of page 262.* <http://www.ssoar.info/ssoar/bitstream/handle/document/19500/ssoar-2005-streeck->

6 pages

[the_sociology_of_labor_markets.pdf?sequence=1](#)

Hurst, Eric (2016) "Video Killed the Radio Star: How Games, Phones, and Other Tech Innovations Are Changing the Labor Force" *Chicago Booth Review*.
<http://review.chicagobooth.edu/economics/2016/article/video-killed-radio-star>

3 pages

Study Questions:

1. What kinds of firms/ in what kinds of industries would strong internal labor markets be an important competitive advantage? Would you prefer to work in a firm with strong or weak internal labor markets, and why?
2. According to Streeck, how do sociologists and economists differ in their views of labor markets? Why does Streeck use the *back-bending supply curve for labor* as support for his argument?
3. Hurst suggests that video games have increased the *reservation wage* for many young men. What is a reservation wage? (What is your personal reservation wage? Does it fluctuate?) Can you think of demand-based hypotheses that might explain why young men seem to be dropping out of the labor force?

4 New Career Patterns and Alternative Work Arrangements

Thurs. Sept. 7

Audio Case: Planet Money Podcast (2015) "Hard Work Is Irrelevant" (Netflix)
<http://www.npr.org/sections/money/2015/08/28/435583328/episode-647-hard-work-is-irrelevant>

20 minutes

Case: Sole-Smith (2016) "Consider the Cable Guy" Slate.com
http://www.slate.com/articles/business/the_grind/2016/04/more_cable_and_internet_installers_are_independent_contractors_and_the_hours.html

10 pages

Grosfield, Lynsey (2016) "Six Takeaways from the Katz & Kreuger Study on Freelancing", *Contently*. <http://contently.net/2016/04/29/trends/6-takeaways-from-the-katz-kreuger-study-on-freelancing/>

4 pages

Optional: Katz, Lawrence F., and Alan B. Krueger. "The Role of Unemployment in the Rise in Alternative Work Arrangements." *American Economic Review* 107.5 (2017): 388-92.
http://scholar.harvard.edu/files/lkatz/files/the_role_of_unemployment_in_the_rise_in_alternative_work_arrangements_-_final_aea_version.pdf

25 pages

Study Questions:

1. What do Patty McCord and Harry Benion have in common? In what ways are they different?
2. Analyze the cable company's decision to outsource installation service. What are the risks and benefits for shareholders? Other stakeholders?
3. How robust are the trends in alternative employment arrangements? How do you envision these trends impacting the industry/firm where you would like to work?

5 Hiring

Tues., Sept. 12

Case: DeLong, T and V. Vijayaraghavan (2006) "SG Cowen: New Recruits". *Harvard Business School Publishing*, 402028-PDF-ENG.

15 pages

Lam, D. (2015) "Recruitment, Resumes, Interviews: How the Hiring Process Favors Elites" (interview with Lauren Rivera) *The Atlantic*.
<http://www.theatlantic.com/business/archive/2015/05/recruitment-resumes-interviews-how-the-hiring-process-favors-elites/394166/>

8 pages

Boch, Laszlo (2015) "Don't Trust Your Gut" from *Work Rules*, pg. 87-117. *See study.net*.

30 pages

Study Questions:

1. What are the criteria SG Cowen uses to make its hiring decisions? How reliable and how valid are the firm's processes?
2. After reading the Cowen case, what challenges might you anticipate with implementing Google's hiring model in other firms?
3. In your opinion, is "polish" a valid criterion for selecting candidates at elite firms? Why or why not?

6 Setting Pay

Thurs., Sept. 14

Case: Hewins, K and A. Frost (2010) "Kyle Evans at Ruffian Apparel" Ivey Publishing, 909C08-PDF-ENG. *See study.net.*

9 pages

Pfeffer, J. (1998). "Six Dangerous Myths About Pay". Harvard Business Review, 76(3), 108-119. *See HBR under library links on Canvas.*

11 pages

Hill et al (2017) "Ten Years of Data on Baseball Teams Shows When Pay Transparency Backfires" *Harvard Business Review*, May 2017.

4 pages

Study Questions:

1. Are the problems at Kelowna likely to spread to other locations? Does Ruffian apparel need to revamp its compensation system? If so, how?
2. Why aren't Ruffian's sales and performance goals working well? What insight does Pfeffer's article give on this issue?
3. According to Hill et al, in what circumstances does transparency on pay make sense as a policy for an organization? How do Hill et al's findings and conclusions related to Pfeffer's myths about pay?

7 Designing Jobs

Tues., Sept. 19

Case: Shih et al, (2012) "Jialiang Phone Home! A and B" Harvard Business School Publishing, 609080-PDF-ENG and 609081-PDF-ENG . *See study.net*

25 pages

Kanigel, R. (1997) "Prologue," from *The One Best Way: Frederick Winslow Taylor and the Enigma of Efficiency*. New York: Viking Press, pp. 1-10. *Short excerpt posted on Canvas.*

10 pages

Ariely, D. (2012) "Motivation" *TedTalk*, https://www.ted.com/talks/dan_ariely_what_makes_us_feel_good_about_our_work?language%20=en

20 minutes

"Digital Taylorism," (2015) *The Economist*. <https://www.economist.com/news/business/21664190-modern-version-scientific-management-threatens-dehumanise-workplace-digital>

2 pages

Study Questions:

1. What theories underlie the organization of the factory and manufacturing processes at Precision? What assumptions did managers make about workers when they designed these processes?
2. Look at the circumstances around the barcode sticker process. As a manager, what do you do when you find that a rule-in-use is better than a rule-in-theory? What are the potential consequences of implementing the new method?
3. Compare Ariely's ideas about motivation to those of Frederick Taylor. Ariely suggests that Taylor's views might apply well to the pre-knowledge work production era. Do you agree?

8 Creating High Performance Work Systems

Thurs., Sept. 21

Case: Ager, D and M Roberto (2013) “Trader Joe’s” Harvard Business School Publishing, 714419-PDF-ENG. 12 pages

Hyclak, T, G. Johnes, and R. Thornton (2012). “High Performance Work Systems” in Fundamentals of Labor Economics 2E (pp. 263-8 **ONLY**). Upper Cengage. 5 pages

Podcast: “This American Life: Nummi” <http://www.thisamericanlife.org/radio-archives/episode/403/nummi> One hour

Study Questions:

1. How do firms in the supermarket industry make money? What are they key sources of Trader Joe’s competitive advantage?
2. What are the key threats to that competitive advantage? How might you modify Trader Joe’s strategy in the future? How do your proposed changes relate to TJ’s talent management system?
3. In your view, what were the keys to turning around the labor situation at Nummi? How replicable is this example?

9 Reviewing Performance I (bring laptop for in-class exercise)

Tues., Sept. 26

Cappelli, P. and A. Tavis (2016) “The Performance Management Revolution” Harvard Business Review. *See Canvas for link to HBR.* 8 pages

“Student Course Evaluations Get an ‘F’” *National Public Radio.* 2 pages
<http://www.npr.org/sections/ed/2014/09/26/345515451/student-course-evaluations-get-an-f>

Study Questions:

1. According to Cappelli and Tavis, what factors pushed performance review from an accountability tool to a development tool, and back again? Do you agree with the authors that the current shift back towards development isn’t just another fad? Why or why not?
2. If end-of-term student evaluations don’t do a good job of assessing professor’s performance, what kind of system would?

10 Reviewing Performance II (guest speaker)

Thurs, Sept. 28

Buckingham, M. and A. Goodall. “Reinventing Performance Management” *Harvard Business Review.* *See Canvas for library link to HBR.* 6 pages

Study Questions:

1. What questions would you like to ask the speaker about Deloitte’s hiring, performance evaluation, talent development, and promotion systems?

11 Firing

Tues., Oct. 3

“Note on Terminations” Stanford Case E299. *See study.net.* 12 pages

HBS Case: Makunda, G., (2017) “Fresh to Table” *See study.net.* 10 pages

Clair, J et al (2016) “Coping with the Effects of Emotionally Difficult Work”. *Harvard Business Review.* *See library link on Canvas.* 3 pages

Study Questions:

1. How well did Fresh to Table’s management handle Showalter’s termination? Should Mossberger and Jensen fire the other three “Slackers”? If so, how?

2. How did the managers in this case balance legal requirements with managerial priorities?
3. According to Clair et al, how do people who repeatedly terminate employees deal with the emotional fallout? How about managers who fire people on rare occasions?

Fall Break – no class

Thurs., Oct. 5

12 MIDTERM #1

Tues., Oct. 10

13 In Class Simulation (no reading)

Thurs., Oct. 12

14 Social Movements / Social Movements at Work

Tues., Oct. 17

“Triangle Fire” (2011) Documentary. *The American Experience*. See link on Canvas to library viewing online.

50 minutes

McAdam, D. (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. Pages 1-7. *Short excerpt posted on Canvas*.

7 pages

Davis, G. F. and C. J. White. (2015) *Changing Your Company from the Inside Out*. Chapters 1 and 3. See *study.net* on Canvas.

c. 40 pages

Study Questions:

1. Apply the theories of social movements outlines by McAdam to the garment workers’ strike in 1909. What was the grievance? Was there a political opportunity that you can discern from the film (or that you know about from your other studies of history)? Which mobilizing structures did activists rely on? And in what ways did leaders frame their cause?
2. How convinced were you by Davis and White that for-profit companies can be a mechanism for social change? Have you seen any evidence in your own working life?

15 What Unions Do and What Firms Do About Unions

Thurs., Oct. 19

Mathis, Robert et al, “Chapter 16: Union-Management Relations” in *Human Resource Management*. Cengage, Boston. Pages 610-650. See *study.net*.

40 pages

Streeck, W. (2005). “The Sociology of Labor Markets and Trade Unions” in *The Handbook of Economic Sociology* (from the bottom of 262 “The formation of trade unions was a historical response” through to p.263-266). Princeton University Press.

4 pages

"The Life of Julius" <https://www.youtube.com/watch?v=RPndzQVeVMY>

3 minutes

Waldman, Peter (2017) "Inside Alabama's Auto Job Boom", *Bloomberg Business Week*.
<https://www.bloomberg.com/news/features/2017-03-23/inside-alabama-s-auto-jobs-boom-cheap-wages-little-training-crushed-limbs>

8 pages

Scheiber, Norm (2017) “U.A.W. Accuses Nissan of ‘Scare Tactics’ as Workers Reject Union Bid”, *The New York Times*, 8/8/17. <https://www.nytimes.com/2017/08/05/business/nissan-united-auto-workers-union-mississippi.html>

2 pages

Study Questions:

1. According to Streeck, what are the four primary mechanisms that unions use to influence the structure of labor market?
2. How do managers commonly respond when they find out their workers may be interested in forming a union? Refer to the textbook chapter and the Nissan article in your answer.
3. In your opinion, when might unions be in the best interest of workers, firms, and society, and when might they play a destructive role? Support your argument with evidence from the readings and videos.

16 What Unions No Longer Do? (*Guest Speaker*)

Tues., Oct. 24

Rosenfeld, J. (2014) "Strikes" in *What Unions No Longer Do*. Harvard University Press. Pages 84-99. See *study.net*.

15 pages

Study Questions:

1. According to Rosenfeld, why are unions less inclined to strike than in the past? What are the results of this new normal?
2. Given the reality about strikes in the USA that Rosenfeld reports, what questions do you have for our speaker, who helped lead the 2016 strike against Verizon by the Communication Workers of America?

17 Worker Movements Today

Tues., Oct. 26

Case: Finnegan, W. (2014) "Dignity: Fast Food Workers and a New Kind of Labor Activism" The New Yorker. September 15, 2014. <http://www.newyorker.com/magazine/2014/09/15/dignity-4>

12 pages

Kalleberg, A. L. (2009). "Precarious Work, Insecure Workers: Employment Relations in Transition". American Sociological Review, 74(1), 1-22. See *library link on Canvas*.

17 pages

Lee, T (2016) "California Just Passed a \$15 Minimum Wage. Even Left-Leaning Economists Say It's a Gamble." *vox.com* <http://www.vox.com/2016/3/30/11332686/california-minimum-wage-gamble>

2 pages

Study Questions:

1. According to Kalleberg, what is the double movement, and what is its relevance in the past twenty years?
2. How does Arisleyda Tapia's movement differ from the labor movement we learned about in *Triangle Fire*, and from the movement led by Ed Mooney?
3. What the economic, social, and political risks and benefits of mandating a \$15 minimum wage in the USA?

18 Gender and Race at Work

Tues., Oct. 31

Case: Fowler, Susan J, (2017) "Reflecting on One Very, Very Strange Year at Uber". Blog post, <https://www.susanjowler.com/blog/2017/2/19/reflecting-on-one-very-strange-year-at-uber>

8 pages

"Statistics that Hurt: Racial Discrimination Still Affects Minority Wages" (2014) *Kellogg Insight*. Based on the research of Fryer, Pager, and Spenkuch (2011) http://insight.kellogg.northwestern.edu/article/statistics_that_hurt

4 pages

Dobbin, F. and A. Kalev, (2016) "Why Diversity Programs Fail." *Harvard Business Review*. See *library link to HBR*.

10 pages

Kliff, Sarah (2107) "The Truth About the Gender Wage Gap" *Vox.com* posted August 8, 2017. <https://www.vox.com/2016/8/1/12108126/gender-wage-gap-explained-real>

7 pages

OPTIONAL Podcast: “The True Story of the Gender Pay Gap”, Freakonomics Radio.
<http://freakonomics.com/podcast/the-true-story-of-the-gender-pay-gap-a-new-freakonomics-radio-podcast/>

43 minutes

US Equal Employment Opportunity Commission, (undated) “EEO Is the Law”.
https://www.eeoc.gov/employers/upload/poster_screen_reader_optimized.pdf

1 page

Study Questions:

1. If you were Susan Fowler, would you have acted differently? Why do you think Uber’s HR systems and top managers did not address her concerns?
2. What is ‘statistical discrimination’? According to Spenkuch’s research, what impact does it have on black job seeker’s prospects?
3. According to Dobbin and Kalev, what kind of management practices work in promoting workplace diversity? How should this research impact the way managers think about hiring and retention?
4. According to the Kliff article, economist Claudia Goldin suggests that some occupations have successfully addressed the structural problems that lead to a pay gap. What, if anything, can or should be done in occupations (finance, consulting, tech) that continue to see the highest pay differentials?

19 Balancing Work with Life

Thurs., Nov. 2

Case: Behfar, K. and J. Bodily, (2015) “Why Is the Universe Against Me?” Darden School of Business. UV7030-PDF-ENG *See study.net.*

8 pages

Michel, A. (2012). “Transcending Socialization: A nine-year ethnography of the body’s role in organizational control and knowledge workers’ transformation”. *Administrative Science Quarterly*. ONLY section “Organizational Controls”, pages 336-340, is required!

4 pages

Perlow, L. and J. Porter (2009) “Making Time Off Predictable -- and Required” *Harvard Business Review*. *See library link to HBR.*

7 pages

Study Questions:

1. What motivates Emmett Taylor? What issues does he face? Does this case resonate with you personally? Have you worked for or with a manager who acts like Taylor?
2. What are the physical risks (for employees) and financial risks (for firms) of sustained high-intensity work, as described by Michel?
3. If “predictable time off” policies such great results for workers and for firm profitability, why haven’t more firms adopted them?

20 Employment Systems: Germany

Tues., Nov. 7

Case: Trumbull, G. and J. Schlefer (2016) “The German Export Engine”. Harvard Business School. 715045-PDF-ENG *See study.net*

15 pages

Study Questions:

1. What are the key components of “Modell Deutschland”? What challenges does the model face going forward? How well poised is Germany to remain competitive?
2. What is ‘codetermination’ and what impacts has it had on the German production system?
3. What kind of powers do works councils in Germany have? How does the role of unions in the Germany system differ from the role of unions that we have talked about in the USA?

21 Employment Systems: India

Thurs., Nov. 9

Case: Saini, D (2006) "Honda Motor Scooters India" University of Hong Kong, HKU624-PDF-ENG. *See study.net*

15 pages

Cappelli, P (2011) "India's Management Mindset" SHERM
<https://www.shrm.org/publications/hrmagazine/editorialcontent/2011/0811/pages/0811cappelli.aspx>

1 page

Study Questions:

1. What HRM strategy was being pursued by HMSI management, and what factors led to its failure?
2. What provisions of Indian industrial relations law may have been violated by HMSI management? How did cross-cultural issues exacerbate the problems?
3. What HRM strategy would you advise for HMSI going forward?

22 Guest Speaker: Howard Stoekel

Tues., Nov. 14

Stoekel, Howard, *The Wawa Way*. Book to be distributed in class; pages to be announced.

23 Globalization at Work: Supply Chains

Thurs., Nov. 16

Case: Quelch, J. and M. Rodriguez (2015) "Rana Plaza: Workplace Safety in Bangladesh" Harvard Business School 514034-PDF-ENG. *See Study.net*.

15 pages

Locke, R. (2013) "Can Global Brands Create Just Supply Chains?" Boston Review.
<http://bostonreview.net/forum/can-global-brands-create-just-supply-chains-richard-locke>

9 pages

Study Questions:

1. Why did the tragedy occur, and who was responsible? What should US and EU companies that had been sourcing a) at Rana Plaza factories and b) elsewhere in Bangladesh do in response?
2. As analyzed by Locke, what are the strengths and weaknesses of the capability-building and compliance models of supply chain governance?

24 Globalization at Work: Expats and Migrants

Tues, Nov. 21

Saxenian, A (2002) "Brain Circulation: How High-Skill Immigration Makes Everyone Better Off" The Brookings Review. Winter 2002 Vol.20 No.1 pp. 28-31. *See library link on Canvas*.

4 pages

Additional readings TBA.

Thanksgiving Break – no class

Thurs, Nov. 23

25 MIDTERM #2

Tues, Nov. 28

- | | | |
|-----------|---|-----------------------|
| 26 | In-class Group Project Workshop (Attendance Mandatory) | Thurs, Nov. 30 |
| 27 | Project Presentations 1 | Tues., Dec. 5 |
| 28 | Project Presentations 2 | Thurs, Dec. 7 |