Management 104:
Industrial Relations and Human Resource Management

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Course Meeting Times and Locations

MGMT 104-001: Tuesdays and Thursdays, 1:30 – 3:00, Hunstsman Hall 370
MGMT 104-002: Tuesdays and Thursdays, 3:00 – 4:30, Hunstsman Hall 370
MGMT 104-003: Tuesdays and Thursdays, 4:30 – 6:00, Hunstsman Hall 370

Course Description and Objectives

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

The course is divided roughly into two sections. In the first, we will explore macro features of labor markets, labor market institutions, and some of the consequences of labor markets on individual outcomes. Included in this exploration, we will analyze the role organizational practices play (and could potentially play) in affecting different types of inequality. In the second half of the semester, we will turn our attention more closely to human resource practices and their effect on individuals and firms.

The course is designed to accomplish three main goals:
- Increase your knowledge of industrial relations and human resource management so that you can grasp, at both a theoretical and practical level, the role played by markets, institutions, organizations and management in affecting the employment relationship.
- Provide you with opportunities to apply these concepts to real-world problems faced by managers.
- Expose you to competing perspectives on employment and challenge you to consider how decisions made by economic and political actors have both positive and negative impacts on workers. In so doing, my hope is that you will be better informed as workers, managers, employers, and voters.

Instructional Methods

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

Readings

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

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

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

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

Assignments and Grading

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

- Midterm Exam (30 points—30%) February 27
- "Work" Interview (5 points—5%) April 6
- Group Project Report and Presentation (25 points—25%)
    - Two-page proposal February 9
    - Final report April 19
    - Presentations April 19 & 24
- End of Term Exam (30 points—30%) April 17
- Class Participation (10 points—10%)

Class grades will be determined using an **absolute** grading scale. That is, there is no curve in the classic sense. Your final grade will be determined by the sum of the points you earn on each of the

assignments and class participation, which I will determine at the end of the term. I will scale the highest grade in the class to 100 points such that every individual may receive additional points on their final grade depending upon the highest score. For example, if the individual with the highest grade in the class receives a 96, every individual will receive 4 additional points on her/his final grade.

Midterm Exam (30%)

Please note that the midterm exam will be administered on February 27. The exam will cover the first half of the course material. The exam may consist of short essays, open-ended questions and/or multiple-choice questions. As the exam nears, I will provide you with details on the format and some example questions to better help you prepare.

End of Term Exam (27.5%)

The end of term exam is scheduled for April 17. Similar to the midterm, the exam may consist of short essays, open-ended questions and multiple-choice questions. The end of term exam is not comprehensive. That is, I will not test you directly on material from the first half of the class.

"Work" Interview (5%)

This assignment is due on April 6 but can be turned in at any prior point in the semester.

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

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

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

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

firms, you may want to limit your discussion to the job(s) held at the one or two firms for which she/he worked the longest. As we progress through the semester, we will learn about a host of concepts that you can draw upon in formulating questions for the interview. Any and all questions relevant to the topics covered in this class can be used. Below are some examples:

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

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

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

Interview Protocols

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

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

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

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

Assignment Guidelines

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

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

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

Undoubtedly, you will learn a great deal more during the interview than you will have the opportunity to present in a 5-page paper. The real goal of this lesson is for you to learn about work from the viewpoint of another.

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

Recommendations

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

Group Project Report and Presentation (25%)

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

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

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

The idea here is that you identify an issue on (or around) campus that you would like to see be resolved. Once you identify the issue, you will have to determine *how* or *by what process* your team will attempt to address the problem. What tasks need to be completed to address the issue? Who on campus do you need support from? Students? Faculty? Administration? Do you need to raise awareness? A petition? Money? How are you going to explain the issue in a way that others understand the problem and how you plan to fix it? Once you have figured out the answers to these questions, your task will be to implement your plan. How will you generate support? How will you know if you have succeeded? Framing the issue in an appropriate manner in order to generate attention and support will be critical for the success of your initiative.

Project objectives

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

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

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

Project objectives

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

- How should the company train and develop its managers?
- What should the performance evaluation process look like?

To summarize, you are doing two things. First, analyzing the current state of the company. Second, making suggestions for what should the company's workplace should look like in the future.

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. As a primer, http://guides.library.upenn.edu/mgmt104

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

Project timetable and deliverables

Students inform me of their project teams	January 26
Project teams decide on the issue they wish to address/company they plan to study and submit a two-page proposal to me for approval	February 9
Submission of the final project reports:	April 20
Word format (**Please no pdfs. The reason being it is much harder to embed comments in pdfs.)**	
Can include up to three tables	
8 pages maximum (not counting references and tables)	
Times New Roman, 12-font, double-spaced, 1 inch margins	
Project presentations	April 20 & 25

Grading

The assignment will be graded on the following criteria:

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

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

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

Common issues and pratfalls with the project

Having over one hundred group projects over the years, I tend to see a common set of mistakes and errors. Here are a few things to think about:

Movement project:
1) The project is too broadly defined. *Keep your project on a single problem or set of problems.*
2) The intervention does not clearly address the problem. *Make sure when you frame the paper that the issue you identify is being (partially) addressed by the intervention.*
3) Intervention(s) that are poorly attended or executed. *While you cannot necessarily control this, putting forth effort to try to proactively combat it helps.*
4) Not having a "Plan B". *You are likely to run into issues as you start your movement. Have a few back-up strategies in hand if you run into roadblocks. This does not mean you should altogether abandon a project if you run into trouble. Rather, you should have a plan in place if things do not work as you hope. Starting early gives you a greater chance to try alternative tactics if one does not work as hoped.*
5) "What now?" *The expectation isn't that you necessarily fully address an issue. That is unrealistic. Rather, you are most likely planting a seed for future change. Having a plan for how you'll pass off your project to keep it alive and going is a nice touch.*

Company project:
1) Focusing on too many issues. *Keep your project focused on a single problem or set of problems facing the firm.*
2) Too little rigor in analysis. *Although harder to quantify, students often do not show sufficient effort in collecting data for these projects. For example, students often rely heavily on a few newspaper articles to substantiate their claims. Secondary sources are useful, but better projects try to incorporate "data" from non-press secondary sources (e.g., coding Glassdoor data in some systematic fashion) or primary sources (e.g., interviewing employees or former employees). You want the project to not read like something someone could do with a few Google searches. Putting forth effort on collecting and analyzing data will pay dividends!*
3) Too much attention to the problems and not enough on the solutions to them. *The problems are usually relatively easy to identify considering you are likely to be relying heavily on secondary sources. A long summary of already well-known problems does not make for high-quality paper, however, because identifying problems for these firms is often relatively easy. Be sure to allocate plenty of space to talk about how you would go about solving the issues and in applying course concepts where appropriate.*
4) Solutions are not tied to course concepts. *Students often provide laundry-lists of things firms can do to solve the issue(s) identified. Frequently, this list is not tied to things we learn in class (or to a framework you learn from outside of the class). It is generally helpful to devise a strategy the firm could implement that logically follows from some larger framework rather than based on a hunch. Moreover, try to develop a strategy a firm could realistically implement.*

This is not to say these are the only issues. But they are ones that I tend to see frequently. Keep these common problems in mind as you work on your projects.

<u>Class Preparation, Attendance, and Participation</u> (10%)

An important course requirement is your attendance and preparation of readings and cases for class discussion. Because discussion is an important part of the course, student participation is essential— for both your own learning and that of the other students. To that end, the class participation policy is outlined below:

- Students are expected to attend every class session having read and thought about the assigned material.
- Should I find class preparation lagging, I may administer online or in-class quizzes on the assigned reading. I do not anticipate that I will need to exercise this option, but reserve the right to do so.
- 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.
- **The best class comments:**
    - Make or raise issues that are relevant to the current focus of the class;
    - Show curiosity and a willingness to experiment;
    - Use data to support conclusions;
    - Take into consideration the ideas already offered by others;
    - Offer support for arguments or politely raises a question or counterpoint to arguments posed by others;
    - Draw support from course readings, real-world experience, and/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, repetitive comments, along with remarks that are disrespectful of other students, will result in lost credit.

I realize that students vary in terms of how comfortable they are engaging in a classroom-wide discussion. Thus, I have attempted to create additional opportunities for participation.
- Some in-class group exercises may provide opportunities for students to earn credit for this assessment category. I will let you know which assignments count toward participation.
- Throughout the semester, I **may** ask students to answer questions on Canvas prior to or after class. These assignments will count toward your participation grade.
- There will be an online forum where students can post articles **WITH** comments, ask and answer questions, and provide other insights germane to the class. These contributions will also count towards your participation score.
- One way to lower your discomfort with class participation is to prepare a question or comment in advance. Students can also contact me prior to class (preferably before 12:00 pm on the day of class) and let me know if they have a question about the day's topic that they would like me to incorporate (if possible) into the class discussion.
- I also leave open the possibility for additional projects or exercises to count towards student participation. I will discuss one such possibility on the first day of class.

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 **<u>FOUR</u>** classes, unexcused, without penalty. I strongly advise that you reserve these absences for days when religious holidays, job interviews, or non-excused family activities make it difficult for you to attend class. To reiterate, you have four unexcused absences without penalty. For an absence to be excused it must be for a university-sanctioned reason and students must submit their absence to the Course Absence Report online system (via Penn Intouch) within 7 days of the missed class.
- Students who miss five or more classes will be penalized. Each absence above four will result in:
    - A two point penalty (on your overall grade) for absence #5,
    - An additional three point penalty for absence #6, and
    - An additional five point penalties for each subsequent absence.
- **Students who miss more than half of the class sections will receive a failing grade**
- 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 via email.

Please see the section below under "Procedures and Policies" for more information regarding attendance and punctuality.

Active listening: No laptops in class

- Convincing research shows that using laptops in class reduces learning and distracts neighbors. Students with laptops open during class will be asked to put them away and will be docked points in this category. If you need to use a computer because of a language or disability issue, please secure my permission at the beginning of the semester. Misusing an electronic device (e.g., using your phone under your desk or during break-out sessions) will adversely affect your grade.

<u>Policies and Procedures</u>

<u>Attendance and punctuality</u>

I will be taking attendance and will use attendance as one input in determining your overall class participation grade. Furthermore, if you're not in class, you can't contribute to the discussion or in-class exercises. As I alluded to above, missing more than 13 sessions will automatically lead to a failing grade in the course. (Missing fewer than 13 may also lead to a failing grade depending upon your performance on other assignments). Please also review the university policy as what constitutes an excused absence if you have any questions.

Showing up late and leaving early is disruptive thus I will also appreciate advance notice if you know that you need to arrive late or leave early on a particular day. If you arrive after I have marked attendance, it counts as an absence unless I receive prior notification. Also, if you do arrive late, try to limit the disruption: close the door behind you quietly, find a seat near the door, etc.

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

Late assignments

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

Missing an exam

Students may miss scheduled examinations only with a University-approved excuse. If you know you have a conflict with an exam, please notify me within the first two weeks of class. Of course, extenuating circumstances do arise, so please consult the Wharton examination policies for further information on University-approved excuses for missing an exam. http://spike.wharton.upenn.edu/ugrprogram/policies_forms/acad/exams.cfm

Drops and withdrawals

Please consult university policy as it pertains to dropping and withdrawing from courses. Make sure you know the deadlines for drops and withdrawals as the University imposes penalties for missing those deadlines.

Drop period ends: February 16, 2016
Withdraw period ends: March 30, 2016

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.

Feedback and Questions

I want this course to be valuable learning experience for you and I am committed to doing my part in ensuring that you are given the opportunity to maximize your learning opportunities in this class.

After the first month of the course, we will spend part of a class session evaluating our progress and I will make any necessary changes to keep us on track. However, I welcome your feedback regarding the class at any time in the semester.

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

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

Syllabus Changes

In response to student feedback and/or unforeseen circumstances (e.g., guest speaker cancellation, instructor illness, bad weather), I may make some modifications to the syllabus during the semester. If such a situation arises, I will inform the class in advance and I will do my best to ensure that the changes are beneficial to the class.

Class Schedule

Session 1	**Introduction and Course Overview**	**January 11**

Readings:	Read through the syllabus carefully!

Session 2	**The Structure of the Labor Market**	**January 16**

Readings:	Ehrenberg, R. and R. Smith (2014) "Overview of the Labor Market" *Modern Labor Economics: Theory and Public Policy* (12th ed., pp. 25-58). Reading, MA: Pearson Addison Wesley. *See study.net on Canvas.*

Hyclak, T, G. Johnes, and R. Thornton (2013). "Internal Labor Markets" *Fundamentals of Labor Economics* (pp. 243-60; 268-273). Upper Cenage. *See study.net on Canvas.*

Session 3	**The "Make or Buy" Decision**	**January 18**

Readings:	Scott, W. R., & G. 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 pgs. 220-233; skip section on "M-form" beginning on 229.** *See study.net on Canvas.*

Session 4	**New Career Patterns: Alternative Work Arrangements**	**January 23**

Readings:	Barley, S. & Kunda, G. (2006) "Contracting: A New Form of Professional Practice." *Academy of Management Perspectives,* February, pg. 45-66. *I will post on Canvas.*

Review of Katz and Kreuger: http://contently.net/2016/04/29/trends/6-takeaways-from-the-katz-kreuger-study-on-freelancing/

Session 5	**Organizing in Action**	**January 25**

Readings:	None

Session 6	**Organizing in Action De-brief**	**January 30**

Readings:	None. There will be an online "quiz" prior to class.

Session 7	**Labor Market Inequities I: Gender and Race**	**February 1**

Readings:	Dobbin, F. and A. Kalev (2016) "Why Diversity Programs Fail". *Harvard Business Review.* https://hbr.org/2016/07/why-diversity-programs-fail

Konnikova, M. (2014) "Lean Out: The Dangers for Women Who Negotiate" *The New Yorker.* http://www.newyorker.com/science/maria-konnikova/lean-out-the-dangers-for-women-who-negotiate

"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

Walton, A. (2014) "Think You're Not Racist?" *Chicago Booth Review.* http://review.chicagobooth.edu/magazine/summer-2014/think-youre-not-racist

Audio case:	Dubner, S. J. (2016). "What are Gender Barriers Made Of?" *Freakonomics Podcast.* http://freakonomics.com/podcast/gender-barriers/

Optional reading

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

| **Session 8** | **Labor Market Inequities II: Wages and Income** | **February 6** |

Readings: Bloom, Nicholas (2017) "Corporations in the Age of Inequality" *Harvard Business Review.* https://hbr.org/cover-story/2017/03/corporations-in-the-age-of-inequality.

Cobb, J. A. (2016) "How Firms Shape Income Inequality …" *Academy of Management Review.* **Only read section "Defining and Explaining Income Inequality," pgs. 326-329.** *I will post on Canvas.*

Cobb, J. A. & K-H Lin (2017) "Growing Apart: The Changing Firm-Size Wage Premium and Its Inequality Consequences" **Only read pgs. 429-33 (before Data) and the "Results" section, pgs. 436-40**. *I will post on Canvas.* Although not required, a brief summary of this article can be found here: https://hbr.org/2017/02/big-companies-dont-pay-as-well-as-they-used-to

Irwin, Neil (2017). "To Understand Rising Inequality …" *The New York Times.* Cobb, J. A. (2017). "Inequality Isn't Just Due to Market Forces …" https://www.nytimes.com/2017/09/03/upshot/to-understand-rising-inequality-consider-the-janitors-at-two-top-companies-then-and-now.html

| **Session 9** | **Low-wage and Precarious Work** | **February 8** |

** Bring a laptop/tablet to class for an in-class exercise

Readings: Greenhouse, S. (2012) A Part-Time Life, as Hours Shrink and Shift. October 27, 2012. http://www.nytimes.com/2012/10/28/business/a-part-time-life-as-hours-shrink-and-shift-for-american-workers.html?pagewanted=all

Rosenberg, T. (2013) "Escaping the Cycle of Scarcity" The New York Times. September 25, 2013. http://opinionator.blogs.nytimes.com/2013/09/25/escaping-the-cycle-of-scarcity/

Tirado, L. (2014) "Why Poor People Stay Poor" *Slate.* Excerpt from *Hand to Mouth: Living in Bootstrap America.* http://www.slate.com/articles/life/family/2014/12/linda_tirado_on_the_realities_of_living_in_bootstrap_america_daily_annoyances.html?wpsrc=sh_all_mob_tw_top

Williams, J. (2014) My Life as a Retail Workers: Nasty, Brutish, and Poor. *The Atlantic.* http://www.theatlantic.com/business/archive/2014/03/my-life-as-a-retail-worker-nasty-brutish-and-poor/284332/?utm_source=atlfb

| **Session 10** | **What Unions do and what Firms do about Unions** | **February 13** |

Readings: Noe, R. et al. (2016) "Collective Bargaining and Labor Relations" in *Fundamentals of Human Resource Management.* McGraw-Hill Education: New York, pages 460-486. *See study.net on Canvas.*

Finnegan, W. (2014) "Dignity: Fast Food Workers and a New Kind of Labor Activism" The New Yorker. September 15, 2014. **Read pages 1-8 (stop at "The golden arches …")** http://www.newyorker.com/magazine/2014/09/15/dignity-4.

| **Session 11** | **Social Movements I** | **February 15** |

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

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. **Only read pgs. 1-7, stop on page 7 where the new section starts.**

| **Session 12** | **Social Movements II** | **February 20** |

Video case: "Triangle Fire"(2011 documentary) The American Experience PBS http://www.dailymotion.com/video/x1itk1p . Also available for viewing in library.

| **Session 13** | **Worker Movements Today** | **February 22** |

** Guest speaker (tentatively scheduled)

Readings: TBD

| **Session 14** | **Mid-term Exam (Evening)** | **February 27** |

| **Session 15** | **Project Work Day (No Class)** | **March 1** |
| | **Spring Break (No Class)** | **March 6 & 8** |

| **Session 16** | **Motivation and Social Comparisons** | **March 13** |

Readings: Cobb, J. A., Keller, JR, Nurmohamed, S. (2017). "The Effects of Pay Dispersion and Demographic Similarity on Employee Turnover" **Only read pgs. 2-11; 25-26**. [**NOTE**: Page numbers subject to change and I will update them accordingly]. *I will post on Canvas.*

Stephen P. Robbins & Timothy A. Judge (2013). "Equity Theory," from *Organizational Behavior*, 15th edition, Englewood Cliffs, N.J.: Prentice Hall. **Only read pgs. 219-224.** http://preview.tinyurl.com/jb3huut

| **Session 17** | **Compensation and Rewards** | **March 15** |

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

Case: Marshall and Gordon: Designing an Effective Compensation System (A). *See study.net on Canvas.*

| **Session 18** | **Job Design and Intrinsic Motivation** | **March 20** |

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

"Digital Taylorism," from *The Economist.* http://www.economist.com/news/business/21664190-modern-version-scientific-management-threatens-dehumanise-workplace-digital

"Job Characteristics Model," from HRM Practice. http://hrmpractice.com/job-characteristics-model/

Video: D. Ariely "Motivation" *Ted Talk,* https://www.ted.com/talks/dan_ariely_what_makes_us_feel_good_about_our_work?language=en

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 on Canvas.*	
Session 19	**Recruiting and Hiring I**	**March 22**

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

Ryan, A. M. & N. T. Tippins, "Attracting and Selecting: What Psychological Research Tells Us", *Human Resource Management*, Vol. 43: p. 305-318. http://onlinelibrary.wiley.com/doi/10.1002/hrm.20026/full *(You should have access to this article through the Library)*

Audio case: Cappelli, P. & O'Meara, D. "In the Workplace interview with Lauren Rivera" https://businessradio.wharton.upenn.edu/bestof/in-the-workplace/?h=LXKA6

Session 20	**Recruiting and Hiring II**	**March 27**
	** Guest speaker (tentatively scheduled)	

Readings: To be assigned

Session 21	**Project Work Day/Holiday (No Class)**	**March 29**
Session 22	**Performance Evaluation I**	**April 3**

Readings: Buckingham, M. and A. Goodall. "Reinventing Performance Management" *Harvard Business Review.* https://hbr.org/2015/04/reinventing-performance-management

Cappelli, P. and A. Tavis "The Performance Management Revolution" *Harvard Business Review.* https://hbr.org/2016/10/the-performance-management-revolution

"Student Course Evaluations Get an 'F'" *NPR.* http://www.npr.org/sections/ed/2014/09/26/345515451/student-course-evaluations-get-an-f

Session 23	**Performance Evaluation II**	**April 5**
	** Guest speaker (tentatively scheduled)	

Readings: To be assigned

Session 24	**Work-life Balance**	**April 10**

Readings: Michel, A. (2012). "Transcending Socialization: A nine-year ethnography of the body's role in organizational control and knowledge workers' transformation". *Administrative Science Quarterly.* http://asq.sagepub.com/content/56/3/325.abstract **Only section "Organizational Controls", pgs. 336-340, is required.** *(You should have access to this article through the Library)*

Perlow, L. and J. Porter (2009) "Making Time Off Predictable -- and Required" *Harvard Business Review.* https://hbr.org/2009/10/making-time-off-predictable-and-required

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

Session 25	**Career Panel**	**April 12**
	** Guest speakers (tentatively scheduled)	

Readings: None

Session 26	**End of Term Exam (Evening)**	**April 17**
Session 27	**Group Presentations**	**April 19**
Session 28	**Group Presentations**	**April 24**