



MGMT 104: Industrial Relations and Human Resource Management

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Meeting Times:
MGMT 104001: TR 9-10.20
MGMT 104002: TR 1.30-2.50
MGMT 104003: TR 3-4.20

Course Objectives

This introductory management course aims for students to:

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

A note on readings: Students must complete the assigned readings (and view the assigned videos/ listen to the assigned podcasts) 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 quizzes, 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 sign up for office hours and/or faculty-student lunches on Canvas. Times, dates, and locations for meals 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 meal.

Assessments & Grading

Student assessments are grouped in the following categories:

	% of total
1. Quizzes: best 6 of 9	24
2. Take home midterm	14
3. Individual paper	12
4. Class participation until 10/20	3
5. Group Project Presentation	4
6. Group Project Paper	20
7. Class Participation, second half	3
8. Take home final exam	20
	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 on some assignments may be curved *up*. 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
83-86.99%	B	<65	F
80-82.99%	B-		

Quizzes (top 6 marks out of 9 opportunities count; 24% of final grade)

- On Thursdays, class will begin with an online quiz. Exceptions:
 - On Thursday, August 30, we will have a practice quiz at the beginning of class. All enrolled students are expected to take the quiz, but that day's quiz will be counted toward class participation only, and no scores will from that day will factor into the final quiz grade.
 - There will be no quiz on Thursday, Oct. 11.
 - There will be no quizzes after Thanksgiving.
- You will need to bring a functioning device to access MGMT 104's Canvas page in order to take each quiz. You do not need to bring a laptop; a smartphone will do.
- The quizzes will be closed-book and timed. Most quizzes will be eight minutes long. The quiz will be accessible exactly one minute after class begins (9.01, 1.31, 3.01). No additional time will be allotted for students who are late; Canvas will automatically shut the quiz when time is up. Only students present in class will be allowed to take the quizzes; I will take attendance to enforce this rule.
- Nine quizzes in total will be administered, but only the best six marks will be factored into each student's final grade for the class.
- See or email me immediately if you have a diagnosed disability that will require accommodation for taking these quizzes. We will work with SDS as necessary.

- Since the lowest three quiz marks will be dropped for all students, there will be **no makeup opportunities for quizzes for any reason**. If you are not registered in the class by September 6 and added to the Canvas page *BEFORE* class that day, that day's quiz will be marked as a failure.

Midterm (14%)

- The midterm for this class will be a take home exam due on Tuesday, October 9. To give students time to work on their submissions, class will not meet that day.
- The question(s) for the exam will be made available on Canvas on Monday, Oct. 8, at 7 PM. Students must submit their papers, as PDFs, to Canvas by **Tuesday, October 9, at 8 PM**. Students must complete the midterm during the set time.
- Late policy (**strictly enforced**):
 - Keep in mind that it often takes several minutes to upload submissions to Canvas. You may wish to upload your work-in-progress at least an hour early to make sure you do not miss the 8 PM deadline.
 - Lateness penalties:
 - Papers submitted past the deadline but less than two hours late: two points deducted
 - From 2 to less than four hours late: four points deducted
 - From four to less than six hours late: six points deducted
 - From six to less than 24 hours late: ten points deducted
 - Each additional 24 hours late: ten points deducted

Group Project: Presentation (4%) and Paper (20%)

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. If groups are experiencing problems, members should inform me

Project timetable and deliverables

Before Oct. 18	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. Please email me your topic. No two groups 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. 2 & 4	OPTIONAL group meetings with the professor – sign up for a slot on Canvas. NB that Nov. 4 is a Sunday.
Nov. 27	In-class group project workshop. Attendance will be taken.
Nov. 29 and Dec. 4	Project presentations: Upload your .PPT or .PDF file at least four hours before class and bring a copy on a memory stick.
Dec. 5	Submission of the final project reports <ul style="list-style-type: none"> • .pdf file uploaded to canvas by 11.00 PM

Individual Writing Assignment (12%)

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 21** at 11 PM
 - Organized Labor/Collective Work Interview: due **Sunday, November 18** at 11 PM
- 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.
- Late paper policy: students who submit their papers late will be docked two points (of 100) for the first day (or fraction thereof), three more points for the second day, and five additional points each additional day.

Class Preparation, Attendance, Homework, and in Class Participation (6%)

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 job interviews, illness, or family emergencies make it difficult for you to attend class.
- Students who miss five or more classes will be penalized on their **FINAL AVERAGE** for the course.
 - Absence #5: minus two points
 - Absence #6: minus additional two points
 - Subsequent absences above 6: minus an additional three points per absence
- ***Attendance at fewer than half the sessions may result in course failure regardless of performance on other assessments.***
- 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.
- On days on which we do not have a quiz scheduled, for a serious reason (like a job interview) 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.
- This fall, the Jewish holidays Rosh Hashana and Yom Kippur fall on Tuesdays. Students observing these holidays should sign up on Canvas to be excused from the day's class, and to get access to the video of one of the day's sessions. Please note that material assigned for those days *will* appear on the in-class quizzes on Thursday, September 13 and Thursday, September 20. I will offer extra office hours before each holiday for interested students.
 - Please see <https://chaplain.upenn.edu/worship/holidays/> for an explanation of the University's policy on religious holiday observance. If you have any questions, please see or email me.

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.
- If you have an IEP that prescribes the use of technology in class, please see me at the beginning of the term.

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 in the participation category.
- *Online discussion board*: Students are invited 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. 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. **Students who are less comfortable speaking in class find Penndig a good alternative method for earning participation credit.**
- *Other homework may be assigned in advance of certain class days and guest visits*: For example, I may ask students to submit questions 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.

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. 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.

E. Marking Periods and Bonus Points

- This semester, students will earn one grade for participation up to and including October 11 (3% of the final grade), and a separate grade for the period from Oct. 16 through the end of the semester (an additional 3% of the final grade). There are more opportunities for non-speaking credit in the first half of the semester and some students begin to participate more as the semester progresses and others get burned out; be aware that the two grades may vary widely.
- At the end of the semester, the top 2-3 contributors to each section *may* be awarded up to 2 bonus points on their final average for phenomenal class participation. Whether and how to award these points will be at my sole discretion.

Take Home Final Exam (20%)

- The due date for the final exam will be determined by the Registrar.
- Late policy (strictly enforced):
 - Keep in mind that it often takes several minutes to upload files to Canvas. You may wish to upload your work-in-progress an hour early to make sure you do not miss the deadline.
 - Penalties (strictly enforced):
 - Papers submitted past the deadline but less than two hours late: two points deducted
 - From two to less than four hours late: four points deducted
 - From four to less than six hours late: six points deducted
 - From six to less than 24 hours late: ten points deducted
 - Each additional 24 hours late: ten points deducted

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 and Assigned Reading

1 Introduction and Course Overview

Tues., Aug. 28

Course Syllabus

Study Questions:

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

2 Workers and Firms

Thurs., Aug. 30

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" <https://www.gmu.edu/centers/publicchoice/faculty%20pages/Tyler/Tanner%20lecture%202015.pdf> *Short excerpt posted on canvas.*

3 Labor Markets

Tues., Sept. 4

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. *Short excerpt posted on canvas.*

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.*

6 pages

http://www.ssoar.info/ssoar/bitstream/handle/document/19500/ssoar-2005-streeck-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*.

3 pages

<http://review.chicagobooth.edu/economics/2016/article/video-killed-radio-star>

4 New Career Patterns and Alternative Work Arrangements

Thurs. Sept. 6

Irwin, Neil (2017) "To Understand Rising Inequality, Consider Janitors at Two Top Companies, Then and Now" *The New York Times*, Sept. 3, 2017.

5 pages

<https://www.nytimes.com/2017/09/03/upshot/to-understand-rising-inequality-consider-the-janitors-at-two-top-companies-then-and-now.html>

	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”, <i>Contently</i> . http://contently.net/2016/04/29/trends/6-takeaways-from-the-katz-kreuger-study-on-freelancing/	4 pages
5	Hiring (Rosh Hoshana)	Tues., Sept. 11
	Case: DeLong, T and V. Vijayaraghavan (2006) “SG Cowen: New Recruits”. <i>Harvard Business School Publishing</i> , 402028-PDF-ENG. <i>See Study.net</i> .	15 pages
	Cappelli, P. & O’Meara, D. (2015) “In the Workplace: Interview with Lauren Rivera” https://businessradio.wharton.upenn.edu/bestof/in-the-workplace/?h=LXKΛ6	26 minutes
	Boch, Laszlo (2015) “Don’t Trust Your Gut” from <i>Work Rules</i> , pg. 87-117. <i>Short excerpt posted on Canvas</i> .	30 pages
6	Setting Pay	Thurs., Sept. 13
	Case: Hewins, K and A. Frost (2010) “Kyle Evans at Ruffian Apparel” Ivey Publishing, 909C08-PDF-ENG. <i>See study.net</i> .	9 pages
	Pfeffer, J. (1998) “Six Dangerous Myths About Pay”. <i>Harvard Business Review</i> , 76(3), 108-119. <i>See HBR under library links on Canvas</i> .	11 pages
	Hill et al (2017) “Ten Years of Data on Baseball Teams Shows When Pay Transparency Backfires” <i>Harvard Business Review</i> , May 2017. <i>See HBR under library links on Canvas</i> .	4 pages
7	Designing Jobs (Yom Kippur)	Tues., Sept. 18
	Case: Shih et al, (2012) “Jialiang Phone Home! A and B” Harvard Business School Publishing, 609080-PDF-ENG and 609081-PDF-ENG . <i>See study.net</i>	25 pages
	Kanigel, R. (1997) “Prologue,” from <i>The One Best Way: Frederick Winslow Taylor and the Enigma of Efficiency</i> . New York: Viking Press, pp. 1-10. <i>Short excerpt posted on Canvas</i> .	10 pages
	Ariely, D. (2012) “Motivation” <i>TedTalks</i> , https://www.ted.com/talks/dan_ariely_what_makes_us_feel_good_about_our_work?language%20=en	20 minutes
	“Digital Taylorism,” (2015) <i>The Economist</i> . https://www.economist.com/news/business/21664190-modern-version-scientific-management-threatens-dehumanise-workplace-digital	2 pages
8	Creating High Performance Work Systems	Thurs., Sept. 20
	Case: Ager, D and M Roberto (2013) “Trader Joe’s” Harvard Business School Publishing, 714419-PDF-ENG. <i>See Study.net</i> .	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 Cenage. <i>Short excerpt posted on Canvas (part of chapter assigned for September 4).</i>	5 pages
	Podcast: “This American Life: Nummi” http://www.thisamericanlife.org/radio-archives/episode/403/nummi	One hour
9	Reviewing Performance I (bring laptop for in-class group exercise)	Tues., Sept. 25
	Cappelli, P. and A. Tavis (2016) “The Performance Management Revolution” Harvard Business Review. <i>See Canvas for link to HBR.</i>	8 pages
	“Student Course Evaluations Get an ‘F’” <i>National Public Radio.</i> http://www.npr.org/sections/ed/2014/09/26/345515451/student-course-evaluations-get-an-f	2 pages
10	Firing	Thurs, Sept. 27
	“Note on Terminations” Stanford Case E299. <i>See study.net.</i>	12 pages
	HBS Case: Makunda, G., (2017) “Fresh to Table” <i>See study.net.</i>	10 pages
	Clair, J et al (2016) “Coping with the Effects of Emotionally Difficult Work”. <i>Harvard Business Review.</i> <i>See library link on Canvas.</i>	3 pages
	OPTIONAL: Ma, J (2017) “25 Famous Women on How Getting Fired Makes You Stronger” <i>New York Magazine.</i> https://www.thecut.com/2017/01/25-famous-women-on-getting-fired-and-how-it-makes-you-stronger.html	2 pages
11	Reviewing Performance II (guest speaker tentatively scheduled)	Tues., Oct. 2
	Buckingham, M. and A. Goodall. “Reinventing Performance Management” <i>Harvard Business Review.</i> <i>See Canvas for library link to HBR.</i>	6 pages
Fall Break – no class		Thurs., Oct. 4
12	MIDTERM #1 DUE: no class	Tues., Oct.9
13	In Class Simulation (no reading/ NO QUIZ)	Thurs. Oct. 11
14	Social Movements / Social Movements at Work	Tues., Oct. 16
	“Triangle Fire” (2011) Documentary. <i>The American Experience.</i> <i>See link on Penn Library Course Reserves tab on Canvas.</i>	50 minutes
	McAdam, D. (1996) “Introduction.” In D. McAdam, J. D. McCarthy & M. N. Zald (Eds.), <i>Comparative Perspectives on Social Movements: Political Opportunities, Mobilizing Structures, and Cultural Framings.</i> Cambridge, MA: Cambridge University Press. Pages 1-7. <i>Short excerpt posted on Canvas.</i>	7 pages

	OPTIONAL: Davis, G. F. and C. J. White. (2015) <i>Changing Your Company from the Inside Out</i> . Chapters 1 and 3. <i>Short excerpts posted on Canvas.</i>	c. 40 pages
15	What Unions Do and What Firms Do About Unions	Thurs., Oct. 18
	Mathis, Robert et al, "Chapter 16: Union-Management Relations" in <i>Human Resource Management</i> . Cengage, Boston. Pages 610-650. <i>See study.net.</i>	40 pages
	Streeck, W. (2005) "The Sociology of Labor Markets and Trade Unions" in <i>The Handbook of Economic Sociology</i> (from the bottom of 262 "The formation of trade unions was a historical response" through to p.263-266). Princeton University Press. http://www.ssoar.info/ssoar/bitstream/handle/document/19500/ssoar-2005-streeck-the_sociology_of_labor_markets.pdf?sequence=1	4 pages
	Waldman, Peter (2017) "Inside Alabama's Auto Job Boom", <i>Bloomberg Business Week</i> . https://www.bloomberg.com/news/features/2017-03-23/inside-alabama-s-auto-jobs-boom-cheap-wages-little-training-crushed-limbs	8 pages
16	What Unions No Longer Do? (Guest Speaker tentatively scheduled)	Tues., Oct. 23
	Rosenfeld, J. (2014) "Strikes" in <i>What Unions No Longer Do</i> . Harvard University Press. Pages 84-99. <i>Short excerpt posted on Canvas.</i>	15 pages
17	Worker Movements Today	Thurs., Oct. 25
	Case: Finnegan, W. (2014) "Dignity: Fast Food Workers and a New Kind of Labor Activism" <i>The New Yorker</i> . 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". <i>American Sociological Review</i> , 74(1), 1-22. <i>Posted on Canvas.</i>	17 pages
	News articles on public sector activism: TBD	X pages
18	Race and Work	Tues., Oct. 30
	"Statistics that Hurt: Racial Discrimination Still Affects Minority Wages" (2014) <i>Kellogg Insight</i> . 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." <i>Harvard Business Review</i> . <i>See library link to HBR.</i>	10 pages
	Phillips, Dumas, and Rothbard (2018) "Diversity and Authenticity" <i>Harvard Business Review</i> , March-April 2018. <i>See library link to HBR.</i>	4 pages
	US Equal Employment Opportunity Commission, (undated) "EEO Is the Law". https://www.eeoc.gov/employers/upload/poster_screen_reader_optimized.pdf	1 page
	Additional assignments TBA – watch Canvas and email.	
19	Gender and Work	Thurs., Nov. 1

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

Case: "Eliminating the Gender Wage Gap: Gap Leads the Way". *See study.net.* 17 pages

Konnikova, M. (2014) "Lean Out: The Dangers for Women Who Negotiate" *The New Yorker*. <http://www.newyorker.com/science/aria-konnikova/lean-out-the-dangers-for-women-who-negotiate> 4 pages

Kliff, Sarah (2017) "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

Johnson and Smith (2018) "Mentoring Women Is Not About Trying to 'Rescue' Them" *Harvard Business Review Web*. *See library link to HBR.* 2 pages

Additional assignments TBA – watch Canvas and email.

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/> (This podcast covers much of the same material as the Kliff article from Vox.)

20 Balancing Work with Life

Tues., Nov. 6

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! Excerpt posted on Canvas. 4 pages

Perlow, L. and J. Porter (2009) "Making Time Off Predictable -- and Required" *Harvard Business Review*. *See library link to HBR.* 7 pages

OPTIONAL: Pfeffer, J (2018) "Dying for a Paycheck". Excerpt TBD and posted on Canvas. X pages

21 Employment Systems: Germany

Thurs., Nov. 8

Dubner, Stephen (2017) "What are the Secrets of the German Economy – and Should We Steal Them?" *Freakonomics Radio*, October 11, 2017. **Focus especially on the section from 18 minutes, 44 seconds to the end of the podcast.** <http://freakonomics.com/podcast/secrets-german-economy-steal/> 56 minutes

Article on apprenticeship in the USA, TBD.

22 Employment Systems: India

Tuesday, Nov. 13

Case: Saini, D (2016) "Maruti Suzuki" University of Hong Kong, HKU624-PDF-ENG. *See study.net.* 15 pages

Li et al (2014) "A Note on Human Resources in Developing Economies" *Stanford School of Business*. *See study.net.* 10 pages

22 Globalization at Work: Supply Chains

Thurs, Nov. 15

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. 9 pages
<http://bostonreview.net/forum/can-global-brands-create-just-supply-chains-richard-locke>

24 Globalization at Work: Managing Expats and Expat Careers **Tues, Nov. 20**

Groysberg et al (2011) “The Expat Dilemma” *Harvard Business Review*. *See library link to HBR.*

Beamish (2015) “Larson in Nigeria” *Study.net.*

Thanksgiving Break – no class **Thurs, Nov. 22**

25 Group project work day (attendance mandatory) **Tues, Nov. 27**

26 Project Presentations 1 **Thurs, Nov. 29**

27 Project Presentations 2 **Tues., Dec. 4**

28 Final Class **Thurs, Dec. 6**