

# MGMT 104: Industrial Relations and Human Resource Management

---

Instructor: Sara Jane McCaffrey  
E-mail: [mcsa@wharton.upenn.edu](mailto:mcsa@wharton.upenn.edu)  
Office: 3020 Steinberg Hall-Dietrich Hall  
Office Hours: Sign up via Canvas Calendar

Meeting Times:  
MGMT 104001: 9-10.20  
MGMT 104002: 12.00-1.30  
MGMT 104003: 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 assigned videos/ listen to assigned podcasts) thoroughly **before** class on the day shown in the schedule at the end of this syllabus. Readings can be accessed via the “Assignments” section on Canvas, where you will find links to study.net materials as well as links to articles, library URLs (for journal articles), and PDFs, as well as a list of study questions to help guide your preparation for class.

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 Canvas. 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 all interested students to sign up for office hours and/or faculty-student lunches on Canvas. Times, dates, and locations for meals are usually posted two days before the event (I've found that fall recruiting makes it difficult for students to commit far in advance). I will continue to offer lunch slots until all interested students have had the opportunity to attend, so please do not sign up for a spot until after you have checked your calendar and determined you are free to attend. Please do not sign up for more than one meal.

## Assessments & Grading

Student assessments are grouped in the following categories:

	% of total
1. Quiz #1	14
2. Quiz #2	14
3. Quiz #3	14
4. Individual paper	15
5. Class preparation and participation (until spring break)	5
6. Group Project Presentation	3
7. Group Project Paper	30
8. Class preparation and participation (after spring break)	5

In the interest of fairness, all students will be given the same assessment opportunities. There will be no opportunities to earn 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. The following scale will be used to determine the final course grades:

98-100%	A+	77-79.99%	C+
94-97.99%	A	74-76.99%	C
90-93.99%	A-	70-73.99%	C-
87-89.99%	B+	65-69.99%	D
84-86.99%	B	<65	F
80-83.99%	B-		

Please note the following:

- Grading rubrics for written work are designed so that excellent work will result in a grade between 95 and 96 (that is, an A). Bonus points will be awarded for work that far exceeds the (high) Wharton standards for an A.
- Students who fail to complete any of the required assignments risk failing the class, even if their final average is above 65.
- Students who miss more than ten classes risk failing the class, even if their final average is above 65.

## Quizzes

- In-class quizzes will be administered on February 18, March 27, and April 22. Please note that the final quiz is just after the beginning Passover (April 19) and Easter (April 21).
- The quizzes will consist of multiple choice questions, short answer questions, and (somewhat) longer answer questions. Sample questions will be distributed one week before the first quiz.
- Quizzes will last for 30 or 40 minutes. During the rest of class time on those days, students will work on their group projects.
- Students must be present on quiz days; they may not use quiz dates as one of their ‘free’ absences. For a very serious reason (for example, a hospitalization or a documented death in the family), students may request a makeup quiz. Makeups will be granted at the discretion of the instructor, may be longer in duration, and may include different types of questions (including essays).

## 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.
- Groups will receive one grade for the project. If groups are experiencing problems, members should inform me well in advance of any due dates. In cases of egregious free rider problems, I will consider splitting a group and requiring one or more individuals to do a project to a solo project. For this to be considered, I must be notified at least **two weeks** before the final deadline.

### Project timetable and deliverables

February 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 <b>MUST</b> contain <b>exactly five members from the same section</b> . 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.
March 13	Project teams submit a 300-500 word proposal that names the organization you plan to study, outlines the main focus of your analysis (your research question), and how you plan to gather data.
March 22 & 24	<b>OPTIONAL</b> group meetings with the professor – sign up for slots on Canvas. NB that March 24 is a Sunday. Groups may also sign up for appointments during regular office hours.
April 24 and 29	Project presentations: Upload your .PDF file <b>at least two hours</b> before class and bring a copy on a memory stick.
May 1	Submission of the final project reports. Please upload your pdf file by 11 PM. Penalties for late group papers: <ul style="list-style-type: none"><li>• There will be a grace period of 24 hours <b>for this deadline only</b>, during which no penalties will be assessed.</li><li>• For each additional day (or fraction thereof) submitted after 11 PM on May 2, three points will be deducted from the group paper grade.</li></ul>

## Individual Writing Assignment

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

### *Individual Writing Assignment Mechanics:*

- Students must choose **ONE** of the following writing assignments:
  - Career Interview: due **Friday, March 1** at 6 PM (before Spring Break)
  - Organized Labor/Collective Work Interview: due **Sunday, March 31** at 6 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 one point for the first day (or fraction thereof), one more point for the second day, and two additional points each additional day.

## *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. We will switch assigned seats after Spring Break. Name cards are required for the whole term.
- 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 one point
  - 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.

### **B. Active Listening: No laptops, tablets, or phones 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.
- Texting/surfing is strongly discouraged and will result in lost points in this assessment 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 **the first day of class**, or (if you add the class late) when you register. A template is available on Canvas.
- *Simulation response:* On **March 11**, 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 complete/incomplete 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 60 words each to earn credit. **Students who are less comfortable speaking in class find Yellowdig 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. Calculation of Preparation and Participation Grades

- This semester, students will earn one grade for participation before Spring Break, and a separate grade for the period after Spring Break to the end of the semester. Be aware that the two grades may vary widely.
- After each class, immediately after the class meets, I will record in-class participation. Usually, students are given credit for speaking memorably and effectively in class-wide discussions. If we are working on a small group activity that takes a substantial part of the class and requires students to upload their work, points may be awarded for that participation.
- At the end of the marking period, I will calculate the preparation and participation points, and assign grades. AFTERWARD, I may award points to students with enthusiastic and meaningful participation on Yellowdig, in relation to their contributions. Therefore, Yellowdig participation is not necessary, but may be advisable for students who choose not to speak in class often.
- 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.

#### 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>

## MGMT 104: (Non-Graded) Reading/Study Assignments for Canvas

### 1 Introduction and Course Overview

Wed., Jan. 16

Reading: the course syllabus(check under “Files” on Canvas)

#### Study Questions:

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

### 2 Workers and Firms

Wed., Jan. 23

*Things to think about while you read:*

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?

Hirschman, A. O. (1970). *Exit, Voice, and Loyalty: Responses to Decline in Firms, Organizations, and States*. Harvard University Press. See Penn Library Course Reserves tab 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. <http://www.nytimes.com/2015/08/16/technology/inside-amazon-wrestling-big-ideas-in-a-bruising-workplace.html> 13 pages

### 3 Labor Markets

Mon., Jan. 28

*Things to think about while you read:*

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?

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 Penn Library Course Reserves tab 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](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

Wed. Jan. 30

Things to think about while you read/ listen to the podcast:

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?

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) 20 minutes  
<http://www.npr.org/sections/money/2015/08/28/435583328/episode-647-hard-work-is-irrelevant>

Case: Sole-Smith (2016) "Consider the Cable Guy" Slate.com 10 pages  
[http://www.slate.com/articles/business/the\\_grind/2016/04/more\\_cable\\_and\\_internet\\_installers\\_are\\_independent\\_contractors\\_and\\_the\\_hours.html](http://www.slate.com/articles/business/the_grind/2016/04/more_cable_and_internet_installers_are_independent_contractors_and_the_hours.html)

#### 5 Hiring

Mon., Feb. 4

Things to think about while you read:

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?

Case: DeLong, T and V. Vijayaraghavan (2006) "SG Cowen: New Recruits". *Harvard Business School Publishing*, 402028-PDF-ENG. *See Study.net*. 15 pages

Lam, B (2015) "Recruitment, Resumes, Interviews: How the Hiring Process Favors Elites" Interview with Lauren Rivera. *The Atlantic*. 10 pages  
<https://www.theatlantic.com/business/archive/2015/05/recruitment-resumes-interviews-how-the-hiring-process-favors-elites/394166/>

Boch, Laszlo (2015) "Don't Trust Your Gut" from *Work Rules*, pg. 87-117. *See Penn Library Course Reserves tab on Canvas*. 30 pages

## 6 Setting Pay

Wed. Feb. 6

*Things to think about while you read:*

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?

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. <https://hbr.org/1998/05/six-dangerous-myths-about-pay> 11 pages

## 7 Designing Jobs

Mon. Feb. 11

*Things to think about while you read/ watch the video:*

- Come up with three or four theories of motivation and management that managers in the Precision factory seem to have in mind when they set up the manufacturing process. What assumptions about workers underlie those theories? How are they similar to (or different from) the assumptions about human behavior emerge from the reading "One Best Way" and the Ted Talk by Dan Ariely?
- What do you think explains why actual behavior on the factory floor at Precision diverges from the prescribed workflow illustrated in the TQC charts?

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. *See Penn Library Course Reserves tab on Canvas*. 10 pages

Ariely, D. (2012) "Motivation" *TedTalk*, 20 minutes  
[https://www.ted.com/talks/dan\\_ariely\\_what\\_makes\\_us\\_feel\\_good\\_about\\_our\\_work?language=en](https://www.ted.com/talks/dan_ariely_what_makes_us_feel_good_about_our_work?language=en)



“Digital Taylorism,” (2015) *The Economist*.

2 pages

<https://www.economist.com/news/business/21664190-modern-version-scientific-management-threatens-dehumanise-workplace-digital>

## 8 Creating High Performance Work Systems

Wed. Feb. 13

*Things to think about while you read/ listen to the podcast:*

What are the key sources of Trader Joe’s competitive advantage? What are the main threats to that competitive advantage? What might you change about Trader Joe’s strategy moving forward?

According to the “This American Life” podcast, what changes were necessary to turn around what had been GM’s lowest performance factory? Could other firms imitate those changes?

If, as described in the Hyclak et al chapter, high performance work organization provides some firms with a sustainable competitive advantage, why isn’t this type of work organization more common?

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

12 pages

Hyclak, T, G. Johnes, and R. Thornton (2012) “High Performance Work Systems” in Fundamentals of Labor Economics 2E (pp.261-6 **ONLY. Read the box at the top of 266; you don't need to read the case of academic tenure**). Upper Cenage. *See Penn Library Course Reserves tab on Canvas.*

5 pages

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

One hour

## 9 Quiz #1

Mon. Feb. 18

## 10 Reviewing Performance

Wed. Feb. 20

*To think about as you read:*

1. Have you ever had a performance review? How valuable was it to you as an employee, and what value did it provide for the firm? Was the emphasis on development or accountability? Do you think the trend toward more frequent feedback is sustainable?
2. Do you think the evaluation system for Penn instructors is working? Why or why not? What would you do to improve the system?

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>

## 11 Firing

Mon. Feb.25

*To think about as you read:*

1. What, if anything, do you think should Mossberger and Jensen do about the three employees who have been chatting on Slack about their co-workers?
2. What do you think the FtT top managers might have done differently had they read (and absorbed!) the Stanford "Note on Terminations"?
3. What kind of coping mechanisms do Clair et al find common among workers who are involved in executing repeated rounds of layoffs? How do you think layoffs might differ for the managers who must implement them and the workers who suffer them?

"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*. <https://hbr.org/2016/08/coping-with-the-effects-of-emotionally-difficult-work>

3 pages

**OPTIONAL:** Ma, J (2017) "25 Famous Women on How Getting Fired Makes You Stronger" *New York Magazine*. <https://www.thecut.com/2017/01/25-famous-women-on-getting-fired-and-how-it-makes-you-stronger.html>

2 pages

## 12 Workforce Development

Wed. Feb. 27

**Guest speaker tentatively scheduled – reading TBD**

**SPRING BREAK – no class**

**March 4-8**

## 13 In Class Simulation (no reading)

Mon. March 11

## 14 Social Movements / Social Movements at Work

Wed. March 13

*Things to think about while you read/ watch the video:*

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 might framing, political opportunities, and resources matter to people who are trying to create change from INSIDE organizations?

"Triangle Fire" (2011) Documentary. *The American Experience*. *See link on Penn Library Course Reserves tab on Canvas.*

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. *See Penn Library Course Reserves tab on Canvas.*

7 pages

## 15 What Unions Do and What Firms Do About Unions

Mon. March 18

*Things to think about while you read:*

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.

Noe et al "Collective Bargaining and Labor Relations" pages 589-635 *See Penn Library Course Reserves tab on Canvas.*

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.  
[http://www.ssoar.info/ssoar/bitstream/handle/document/19500/ssoar-2005-streeck-the\\_sociology\\_of\\_labor\\_markets.pdf?sequence=1](http://www.ssoar.info/ssoar/bitstream/handle/document/19500/ssoar-2005-streeck-the_sociology_of_labor_markets.pdf?sequence=1)

4 pages

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

Wed. March 20

*Things to think about while you read:*

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?

Rosenfeld, J. (2014) "Strikes" in *What Unions No Longer Do*. Harvard University Press. Pages 84-99. *See Penn Library Course Reserves tab on Canvas.*

15 pages

## 17 Worker Movements Today

Mon. March 25

*Things to think about while you read:*

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?

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. READ ONLY PAGES 1-10 (stop at the section "Challenges for the Sociology of Work" and pages 14-16 "Precarity and Insecurity as Global Challenges". *See Penn Libraries Course Reserves on Canvas.*

11 pages

McGeegan, P (2018) "A \$15 Minimum Wage Seemed Impossible. Now It's Reality for a Million New Yorkers"  
<https://www.nytimes.com/2018/12/31/nyregion/15-minimum-wage-new-york.html>

1 page

**18 Quiz #2**

**Wed. March 27**

**19 Employment Systems: Germany**

**Mon., April 1**

*Things to think about while you read:*

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?

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 codetermination in the USA. (TBD)

**20 Managing Expats and Host Country Workers**

**Wed. April 3**

Beamish (2015) "Larson in Nigeria" *Study.net*.

6 pages

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

10 pages

**21 Globalization at Work: Supply Chains**

**Mon. April 8**

*Things to think about while you read:*

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?

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>

## 22 Race and Work

Wed., April 10

*To think about as you read:*

1. What is 'statistical discrimination'? According to Spenkuch's research, what impact does it have on black job seeker's prospects?
2. 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?

"Statistics that Hurt: Racial Discrimination Still Affects Minority Wages" (2014) *Kellogg Insight*. Based on the research of Fryer, Pager, and Spenkuch (2011) 4 pages  
[http://insight.kellogg.northwestern.edu/article/statistics\\_that\\_hurt](http://insight.kellogg.northwestern.edu/article/statistics_that_hurt)

Dobbin, F. and A. Kalev, (2016) "Why Diversity Programs Fail." *Harvard Business Review*. 10 pages  
<https://hbr.org/2016/07/why-diversity-programs-fail>

Phillips, Dumas, and Rothbard (2018) "Diversity and Authenticity" *Harvard Business Review*, March-April 2018. 4 pages  
<https://hbr.org/2018/03/diversity-and-authenticity>

US Equal Employment Opportunity Commission, (undated) "EEO Is the Law". 1 page  
[https://www.eeoc.gov/employers/upload/poster\\_screen\\_reader\\_optimized.pdf](https://www.eeoc.gov/employers/upload/poster_screen_reader_optimized.pdf)

## 23 Gender and Work

Mon., April 15

*Things to think about while you read:*

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. 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?
3. To what extent does individual choice explain gender differences at work, and to what extent do social expectations (especially re: parenting and traditional gender roles)?

Case: Fowler, Susan J, (2017) "Reflecting on One Very, Very Strange Year at Uber". Blog post, <https://www.susanjowles.com/blog/2017/2/19/reflecting-on-one-very-strange-year-at-uber> 8 pages

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

Kliff, Sarah (2017) "The Truth About the Gender Wage Gap" *Vox.com* posted August 8, 2017. 7 pages  
<https://www.vox.com/2016/8/1/12108126/gender-wage-gap-explained-real>

Johnson and Smith (2018) "Mentoring Women Is Not About Trying to 'Rescue' Them" *Harvard Business Review Web*. 2 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/> (This podcast covers much of the same material as the Kliff article from *Vox*.)

## 24 Balancing Work with Life

Wed., April 17

To think about as you read:

1. Are the challenges facing Alex Montana typical or atypical?
2. What kind of practices and strategies do organizations use to confront the challenges of their professionals who are trying to balance private and professional life?
3. What are the physical risks (for employees) and financial risks (for firms) of sustained high-intensity work, as described by Michel in the excerpt of her article?
4. If predictable time off policies such great results for workers and for firm profitability, why haven't more firms adopted them?

Case: “Alex Montana at ESH Manufacturing Co”. See *study.net*.

9 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; see Penn Libraries Course Reserve Tab.

4 pages

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>

7 pages

## 25 Quiz #3

Mon. April 22

## 26 Project Presentations 1

Wed., April 24

## 27 Project Presentations 2

Mon. April 29

## 28 Final Class: The Future of Work (no assigned reading)

Wed., May 1