

MGMT 104: Industrial Relations and Human Resource Management

Instructor:	Sara Jane McCaffrey	Meeting Times:
E-mail:	mcsa@wharton.upenn.edu	MGMT 104002: 1.30-2.50
Office:	3020 Steinberg Hall-Dietrich Hall	MGMT 104003: 3.00-4.20
Office Hours:	Sign up via Canvas Calendar (see https://infocanvas.upenn.edu/guides/canvas-for-students/appointment-groups-for-students/)	

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;
- 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 videos/ listen to podcasts) **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 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 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. (Individual assignments may be curved up at the professor’s discretion.) The following scale will be strictly applied 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 posted on Canvas. They 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 Sept. 24, Oct. 29, and Nov. 21. Quizzes will be taken in JMHH 375, on the lockdown browsers in the Wharton Computer Lab.
- The quizzes may 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 to 60 minutes, depending on the number of questions. During the rest of class time on those days, students will work with their groups on their 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. Please note that any makeups may be longer in duration and may include different types of questions (including essays) than the quizzes administered in class.

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

Sept. 27	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.
Nov. 2	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 details how you plan to gather data.
Nov. 3-4	OPTIONAL 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.

Nov. 26 and Dec. 3 Project presentations: Upload your .PDF file **at least two hours** before class and bring a copy on a memory stick. Please note that Nov. 26 is the Tuesday before Thanksgiving.

Dec. 8 Submission of the final project reports. Please upload your pdf file by 11 PM.

Penalties for late group papers:

- For each additional day (or fraction thereof) submitted after 11 PM on Dec. 8, three points will be deducted from the group paper grade.

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 **October 3 at 9 PM**
 - Organized Labor/Collective Work Interview: due **Nov. 6 at 9 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), 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 **Oct. 3**, 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.
- *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 Oct. 15, and a separate grade for the period after that until end of the semester. Be aware that the two grades may vary widely.
- Immediately after each class meets, I will record in-class participation. Usually, students earn 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 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.

	reading	length	find where?	day	date
1	Introduction: No reading				
2	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	Course Material s @Penn Libraries	Thursday	8/29/2019
2	Anderson, Elizabeth (2017) “How Bosses are (Literally) Like Dictators”. Vox.com, July 17, 2017. https://www.vox.com/the-big-idea/2017/7/17/15973478/bosses-dictators-workplace-rights-free-markets-unions	8 pages	URL	Thursday	8/29/2019
2	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	URL	Thursday	8/29/2019
3	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 Cenage. See Penn Library Course Reserves tab on Canvas.	25 pages	Course Material s @Penn Libraries	Tuesday	9/3/2019

3	<p>Streeck, W. (2005) "The Sociology of Labor Markets and Trade Unions." In The Handbook of Economic Sociology (pp. 254-283). Princeton University Press.</p> <p>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.</p> <p>http://www.ssoar.info/ssoar/bitstream/handle/document/19500/ssoar-2005-streeck-the_sociology_of_labor_markets.pdf?sequence=1</p>	6 pages	URL	Tuesday	9/3/2019
3	<p>Hurst, Eric (2016) "Video Killed the Radio Star: How Games, Phones, and Other Tech Innovations Are Changing the Labor Force" Chicago Booth Review.</p> <p>http://review.chicagobooth.edu/economics/2016/article/video-killed-radio-star</p>	3 pages	URL	Tuesday	9/3/2019
4	<p>Irwin, Neil (2017) "To Understand Rising Inequality, Consider Janitors at Two Top Companies, Then and Now" The New York Times, Sept. 3, 2017.</p> <p>https://www.nytimes.com/2017/09/03/upshot/to-understand-rising-inequality-consider-the-janitors-at-two-top-companies-then-and-now.html</p>	5 pages	URL	Thursday	9/5/2019
4	<p>Audio Case: Planet Money Podcast (2015) "Hard Work Is Irrelevant" (Netflix)</p> <p>http://www.npr.org/sections/money/2015/08/28/435583328/episode-647-hard-work-is-irrelevant</p>	20 minute s	URL	Thursday	9/5/2019
4	<p>Case: Sole-Smith (2016) "Consider the Cable Guy" Slate.com</p> <p>http://www.slate.com/articles/business/the_grind/2016/04/more_cable_and_internet_installers_are_independent_contractors_and_the_hours.html</p>	10 pages	URL	Thursday	9/5/2019

5	Case: DeLong, T and V. Vijayaraghavan (2006) "SG Cowen: New Recruits". Harvard Business School Publishing, 402028-PDF-ENG. See Study.net.	15 pages	study.net	Tuesday	9/10/2019
5	Lam, B (2015) "Recruitment, Resumes, Interviews: How the Hiring Process Favors Elites" Interview with Lauren Rivera. The Atlantic. https://www.theatlantic.com/business/archive/2015/05/recruitment-resumes-interviews-how-the-hiring-process-favors-elites/394166/	10 pages	URL	Tuesday	9/10/2019
5	Boch, Laszlo (2015) "Don't Trust Your Gut" from Work Rules, pg. 87-117. See Penn Library Course Reserves tab on Canvas.	30 pages	Course Materials @Penn Libraries	Tuesday	9/10/2019
6	Case: Hewins, K and A. Frost (2010) "Kyle Evans at Ruffian Apparel" Ivey Publishing, 909C08-PDF-ENG. See study.net.	9 pages	study.net		9/12/2019
6	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	URL		9/12/2019
7	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	study.net	Tuesday	9/17/2019
7	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	Course Materials @Penn Libraries	Tuesday	9/17/2019

7	Ariely, D. (2012) "Motivation" TedTalk, https://www.ted.com/talks/dan_ariely_what_makes_us_feel_good_about_our_work?language%20=en	20 minute s	URL	Tuesday	9/17/2019
7	"Digital Taylorism," (2015) The Economist. https://www.economist.com/news/business/21664190-modern-version-scientific-management-threatens-dehumanise-workplace-digital	2 pages	URL	Tuesday	9/17/2019
8	Case: Ager, D and M Roberto (2013) "Trader Joe's" Harvard Business School Publishing, 714419-PDF-ENG. See Study.net.	12 pages	study.net	Thursday	9/19/2019
8	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	Course Material s @Penn Libraries	Thursday	9/19/2019
8	Podcast: "This American Life: Nummi" http://www.thisamericanlife.org/radio-archives/episode/403/nummi	One hour	URL	Thursday	9/19/2019
9	Quiz #1			Tuesday	9/24/2019
10	Cappelli, P. and A. Tavis (2016) "The Performance Management Revolution" Harvard Business Review. See Canvas for link to HBR.	8 pages	URL	Thursday	2/26/2019
10	"Student Course Evaluations Get an 'F'" National Public Radio.	2 pages	URL	Thursday	2/26/2019

<http://www.npr.org/sections/ed/2014/09/26/345515451/student-course-evaluations-get-an-f>

11	"Note on Terminations" Stanford Case E299. See study.net.	12 pages	study.net	Tuesday	10/1/2019
11	HBS Case: Makunda, G., (2017) "Fresh to Table" See study.net.	10 pages	study.net	Tuesday	10/1/2019
11	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	URL	Tuesday	10/1/2019
11	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	URL	Tuesday	10/1/2019
12	In Class Simulation			Thursday	10/3/2019
13	"Triangle Fire" (2011) Documentary. The American Experience. See link on Penn Library Course Reserves tab on Canvas.	50 minutes	Course Materials @Penn Libraries	Tuesday	10/8/2019
14	Noe et al "Collective Bargaining and Labor Relations" pages 589-6XX See Penn Library Course Reserves tab on Canvas.	X pages	Course Materials @Penn Libraries	Tuesday	10/15/2019

14	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	4 pages	URL	Tuesday	10/15/2019
15	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	Course Material s @Penn Libraries	Thursday	10/17/2019
16	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	Course Material s @Penn Libraries	Tuesday	10/22/2019
16	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	Course Material s @Penn Libraries	Tuesday	10/22/2019
17	BUZZFEED speaker???				10/24/2019
18	Quiz #2				10/29/2019

19	Dubner, Stephen (2107) "What are the Secrets of the German Economy – and Should We Steal Them?" Freakonomics Radio, October 11, 2107. 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 minute s	URL		10/31/2019
20	Beamish (2015) "Larson in Nigeria" Study.net.	6 pages	study.net	Tuesday	11/5/2019
20	Li et al (2014) "A Note on Human Resources in Developing Economies" Stanford School of Business. See study.net.	10 pages	study.net	Tuesday	11/5/2019
21	Case: Quelch, J. and M. Rodriguez (2015) "Rana Plaza: Workplace Safety in Bangladesh" Harvard Business School 514034-PDF-ENG. See Study.net.	15 pages	study.net	Thursday	11/7/2019
21	Locke, R. (2013) "Can Global Brands Create Just Supply Chains?" Boston Review. http://bostonreview.net/forum/can-global-brands-create-just-supply-chains-richard-locke	9 pages	URL	Thursday	11/7/2019
22	"Statistics that Hurt: Racial Discrimination Still Affects Minority Wages" (2014) Kellogg Insight. Based on the research of Fryer, Pager, and Spenkuch (2011) http://insight.kellogg.northwestern.edu/article/statistics_that_hurt	4 pages	URL	Tuesday	11/12/2019
22	Dobbin, F. and A. Kalev, (2016) "Why Diversity Programs Fail." Harvard Business Review. https://hbr.org/2016/07/why-diversity-programs-fail	10 pages	URL	Tuesday	11/12/2019

22	Phillips, Dumas, and Rothbard (2018) "Diversity and Authenticity" Harvard Business Review, March-April 2018. https://hbr.org/2018/03/diversity-and-authenticity	4 pages	URL	Tuesday	11/21/2019
22	US Equal Employment Opportunity Commission, (undated) "EEO Is the Law". https://www.eeoc.gov/employers/upload/poster_screen_reader_optimized.pdf	1 page	URL	Tuesday	11/12/2019
23	Case: Fowler, Susan J, (2017) "Reflecting on One Very, Very Strange Year at Uber". Blog post, https://www.susanjfowler.com/blog/2017/2/19/reflecting-on-one-very-strange-year-at-uber	8 pages	URL	Thursday	11/14/2019
23	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	4 pages	URL	Thursday	11/14/2019
23	Kliff, Sarah (2107) "The Truth About the Gender Wage Gap" Vox.com posted August 8, 2017. https://www.vox.com/2016/8/1/12108126/gender-wage-gap-explained-real	7 pages	URL	Thursday	11/14/2019
23	Johnson and Smith (2018) "Mentoring Women Is Not About Trying to 'Rescue' Them" Harvard Business Review Web.	2 pages	URL	Thursday	11/14/2019
23	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.)		URL	Thursday	11/14/2019

24	Case: "Alex Montana at ESH Manufacturing Co". See study.net.	9 pages	study.net	Tuesday	11/19/2019
24	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	URL	Tuesday	11/19/2019
24	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	Course Materials @Penn Libraries	Tuesday	11/19/2019
25	Quiz #3				11/21/2019
26	Presentations			Tuesday	11/26/2019
27	Presentations			Tuesday	12/3/2019
28	Last Class -- no reading			Thursday	12/5/2019