



Summer 2020: MGMT 104

Industrial Relations and Human Resource Management

Instructor:	Sara Jane McCaffrey	Meeting Times (online):
E-mail:	mcsa@wharton.upenn.edu	May 26-July 1, 2020
Office Hours:	Via Canvas (see calendar)	MTWRF 3.15-4.45 EST

Course Objectives

MGMT 104 is a course about work. Work is central to society, and most individuals will spend a large chunk of their lives in formal employment. The institutions that structure employment matter a lot for workers. They also matter a lot for businesses: human resource strategy affects individual and group productivity, which in turn influences firm performance.

This introductory 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, tests, and papers. Be sure to email me or visit during office hours about anything you don’t understand.

Assessments & Grading

Student assessments are grouped in the following categories:

	% of total
1. Test #1	15
2. Test #2	20
3. Individual paper	10
4. Class preparation and participation, including daily Canvas 'quizzes'	30
5. Group Project Presentation	5
6. Group Project Paper	20

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.

TESTS

- Two timed, open-book tests will be administered. Dates are June 10 and June 26.
- Quizzes will last for 45 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.

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 four students** and all members of a team.
- Groups will receive one grade for the project. If groups are experiencing problems working together, 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 **nine calendar days** before the final deadline.

Project timetable and deliverables

Saturday, June 13	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 members . 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. Students who do not self-sort into groups will be assigned.
Thursday, June 18	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.
Monday, June 29	Group project work day. In groups on Zoom, students will polish and practice their presentations. I will be available to answer questions.
T-W June 30 - July 1	Project presentations: Upload your files to Canvas at least two hours before class, and have a backup ready to share via Zoom.
Wednesday, July 1	Submission of the final project reports. Please upload your pdf file by 11 PM EST. Penalties for late group papers: <ul style="list-style-type: none">• For each additional day (or fraction thereof submitted past the deadline, three points (of 100) 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”. The individual paper is due on **Saturday, June 20, at 10 PM**.

Late paper policy: students who submit their papers late will be docked one point for the first day (or fraction thereof), one more point for the second day, and two additional points each additional day.

Class Preparation, Attendance, Homework, and in Class Participation

A. Showing Up

- This class emphasizes synchronous discussion. To ensure you get credit for attending class, please log into the meeting on time and turn on your video.
- Students will receive daily preparation and participation grades for all discussion meetings. The lowest **THREE** grades will be dropped (therefore, students can miss a maximum of **three** classes without penalty).
- Students who miss four or more classes will be penalized on their **FINAL AVERAGE** for the course.
 - Absence #4: minus one point
 - Absence #5: minus additional two points
 - Subsequent absences above five: minus an additional three points per absence
- ***Attendance at fewer than half the sessions may result in course failure regardless of performance on other class assessments.***

B. “Quizzes” and Homework

- At the beginning of each session, students will be asked to answer a couple of short questions based on the readings, using the “Quiz” feature on Canvas. These ‘quizzes’ will not be individually graded but will factor into each student’s daily preparation and participation grade. Students will be given between five and ten minutes to answer the questions; please log in on time so that you have the full opportunity to do so.
- 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.
 - *Other homework may be assigned in advance of certain class days.* Failure to complete assigned homework could result in lost points in this assessment category.

C. 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.

D. Calculation of Preparation and Participation Grades

- Immediately after each class meets, I will record in-class participation, based on the ‘quizzes’ at the beginning of class and student contributions during the synchronous discussion.
- Written responses should demonstrate that students have read the assignments carefully. In addition, 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.

Sequence of Class Topics

Class 1	26-May	Introduction and Course Overview
Class 2	27-May	Workers and Firms
Class 3	28-May	Labor Markets
Class 4	29-May	New Career Patterns and Alternative Work Arrangements
Class 5	2-Jun	Hiring
Class 6	3-Jun	Setting Pay
Class 7	4-Jun	Designing Jobs
Class 8	5-Jun	Creating High Performance Work Systems
Class 9	8-Jun	Reviewing Performance
Class 10	9-Jun	Firing
Class 11	10-Jun	Test #1
Class 12	11-Jun	Social Movements / Social Movements at Work
Class 13	12-Jun	What Unions Do and What Firms Do About Unions
Class 14	15-Jun	Union Leadership and Strategy
Class 15	16-Jun	Worker Movements Today
Class 16	17-Jun	Other Employment Systems: Germany
Class 17	18-Jun	Globalization at Work: Managing Expats and Host Country Workers
Class 18	19-Jun	Globalization at Work: Supply Chains
Class 19	22-Jun	Race and Work
Class 20	23-Jun	Gender and Work
Class 21	24-Jun	Balancing Work and Life
Class 22	25-Jun	Test #2
Class 23	26-Jun	The Future of Work
Class 24	29-Jun	Group Project Work Day (check ins)
Class 25	30-Jun	Group Project Presentations I
Class 26	1-Jul	Group Project Presentations II

Assigned Readings/ AV recordings

1	Introduction (no reading assigned)	
2	Hirschman, A. O. (1970). Exit, Voice, and Loyalty: Responses to Decline in Firms, Organizations, and States. Harvard University Press. <i>See Penn Library Course Reserves tab on Canvas.</i>	8 pages
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
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
2	OPTIONAL: Last Week Tonight with John Oliver (2019) "Warehouses". <i>Please note: contains crude language and puerile humor.</i> https://deadline.com/2019/07/amazon-john-oliver-warehouse-working-conditions-insulting-hbo-last-week-tonight-1202640925/	21 minutes
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. <i>See Penn Library Course Reserves tab on Canvas.</i>	25 pages
3	Streeck, W. (2005) "The Sociology of Labor Markets and Trade Unions." In The Handbook of Economic Sociology (pp. 254-283). Princeton University Press. Read the sections "The Sociology of Labor Markets", beginning toward the end of page 254 and ending at the bottom of 256; and the part from the bottom of the first column on 261 ("The supply of free labor in a society –") to the bottom of page 262. http://www.ssoar.info/ssoar/bitstream/handle/document/19500/ssoar-2005-streeck-the_sociology_of_labor_markets.pdf?sequence=1	6 pages
3	Hurst, Eric (2016) "Video Killed the Radio Star: How Games, Phones, and Other Tech Innovations Are Changing the Labor Force" Chicago Booth Review. http://review.chicagobooth.edu/economics/2016/article/video-killed-radio-star	3 pages
4	Irwin, Neil (2017) "To Understand Rising Inequality, Consider Janitors at Two Top Companies, Then and Now" The New York Times, Sept. 3, 2017. https://www.nytimes.com/2017/09/03/upshot/to-understand-rising-inequality-consider-the-janitors-at-two-top-companies-then-and-now.html	5 pages
4	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

4	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
5	Case: DeLong, T and V. Vijayaraghavan (2006) "SG Cowen: New Recruits". Harvard Business School Publishing, 402028-PDF-ENG. See Study.net.	15 pages
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
5	Boch, Laszlo (2015) "Don't Trust Your Gut" from Work Rules, pg. 87-117. <i>See Penn Library Course Reserves tab on Canvas.</i>	30 pages
6	Case: Hewins, K and A. Frost (2010) "Kyle Evans at Ruffian Apparel" Ivey Publishing, 909C08-PDF-ENG. See study.net.	9 pages
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
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
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. <i>See Penn Library Course Reserves tab on Canvas.</i>	10 pages
7	Arielly, D. (2012) "Motivation" TedTalk, https://www.ted.com/talks/dan_ariely_what_makes_us_feel_good_about_our_work?language%20=en	20 minutes
7	"Digital Taylorism," (2015) The Economist. https://www.economist.com/news/business/21664190-modern-version-scientific-management-threatens-dehumanise-workplace-digital	2 pages
8	Case: Ager, D and M Roberto (2013) "Trader Joe's" Harvard Business School Publishing, 714419-PDF-ENG. See Study.net.	12 pages
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. <i>See Penn Library Course Reserves tab on Canvas.</i>	5 pages
8	Podcast: "This American Life: Nummi" http://www.thisamericanlife.org/radio-archives/episode/403/nummi	One hour

9	Cappelli, P. and A. Tavis (2016) "The Performance Management Revolution" Harvard Business Review. See Canvas for link to HBR.	8 pages
9	"Student Course Evaluations Get an 'F'" National Public Radio. http://www.npr.org/sections/ed/2014/09/26/345515451/student-course-evaluations-get-an-f	2 pages
10	"Note on Terminations" Stanford Case E299. See study.net.	12 pages
10	HBS Case: Makunda, G., (2017) "Fresh to Table" See study.net.	10 pages
10	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
10	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
11	Test #1 (no readings)	
12	"Triangle Fire" (2011) Documentary. The American Experience. See link on Penn Library Course Reserves tab on Canvas.	50 minutes
13	Noe et al "Collective Bargaining and Labor Relations" pages 589-6XX See Penn Library Course Reserves tab on Canvas.	X pages
13	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
14	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
15	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

15	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
16	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 minutes
17	Beamish (2015) "Larson in Nigeria" Study.net.	6 pages
17	Li et al (2014) "A Note on Human Resources in Developing Economies" Stanford School of Business. See study.net.	10 pages
18	Case: Quelch, J. and M. Rodriguez (2015) "Rana Plaza: Workplace Safety in Bangladesh" Harvard Business School 514034-PDF-ENG. See Study.net.	15 pages
18	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
19	"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
19	Dobbin, F. and A. Kalev, (2016) "Why Diversity Programs Fail." Harvard Business Review. https://hbr.org/2016/07/why-diversity-programs-fail	10 pages
19	Phillips, Dumas, and Rothbard (2018) "Diversity and Authenticity" Harvard Business Review, March-April 2018. https://hbr.org/2018/03/diversity-and-authenticity	4 pages
19	US Equal Employment Opportunity Commission, (undated) "EEO Is the Law". https://www.eeoc.gov/employers/upload/poster_screen_reader_optimized.pdf	1 page
20	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
20	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
20	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



20	Johnson and Smith (2018) "Mentoring Women Is Not About Trying to 'Rescue' Them" Harvard Business Review Web.	2 pages
20	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.)	
21	Case: "Alex Montana at ESH Manufacturing Co". See study.net.	9 pages
21	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
21	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! See Penn Libraries Course Reserve Tab.	4 pages
22	Test #2 (no readings)	
23	The Future of Work (no readings)	
24	Group Project Work Day (no readings)	
25	Presentations 1 (no readings)	
26	Presentations 2 (no readings)	