

# **Management 104: Industrial Relations and Human Resource Management**

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Instructor: Professor J. Adam Cobb  
E-mail: [adamcobb@wharton.upenn.edu](mailto:adamcobb@wharton.upenn.edu)  
Phone: 215-898-0990  
Office: 2027 Steinberg Hall-Dietrich Hall  
Office Hours: Tuesdays 2:00 pm - 4:00 pm and by appointment

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## **Course Meeting Times and Locations**

MGMT 104-001: Mondays and Wednesdays, 12:00 – 1:30pm, SHDH 215  
MGMT 104-002: Mondays and Wednesdays, 3:00 – 4:30pm, SHDH 215

## **Course Description and Objectives**

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

The course is divided roughly into four sections. In the first section, we will explore how the employment relationship has changed over time as well as examine some of the dominant theoretical perspectives of the employment relationship. These early sessions provide much of the foundation for the course and are meant to provide you with some perspective on how employment has changed over time as well as how scholars from diverse fields such as economics, sociology and history conceive it. In section two, the focus shifts to the study of organizational practices and policies that shape and influence the employment relationship. Since you are more likely to be an employee, rather than an employer, at least in the proximate future, the course pays closer attention to the employee's perspective on the processes of recruitment, training and development, evaluation and compensation.

The third section, which will begin after the midterm, considers aspects of the employment relationship specifically as it pertains to the worker and her interactions with her employer. In the final section of the course, we will explore an important labor market outcome and the role organizational practices play (and could potentially play) in affecting different types of inequality.

The course is designed to accomplish three main goals:

- Increase your knowledge of industrial relations and human resource management so that you can grasp, at both a theoretical and practical level, the role played by markets, institutions, organizations and management in affecting the employment relationship.
- Provide you with opportunities to apply these concepts to real-world problems faced by managers.
- Provide you with a toolkit for the future, which will better enable you to become effective managers and leaders of your employees.

### **Instructional Methods**

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

### **Readings**

Coursepack: Available on Study.Net and in a few instances, through download from the internet. Hyperlinks have been provided.

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

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

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

### **Assignments and Grading**

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

- Midterm Exam (25 points—25%) October 24
- “Work” Interview (5 points—5%) November 21
- Group Project Report and Presentation (25 points—25%)
  - 2-page proposal October 17
  - Final report December 5
  - Presentations December 5 & 7
- End of Term Exam (25 points—25%) November 30
- Class Participation (20 points—20%)

I grade both sections together on a curve with B+ as the average grade target. The aggregate class participation and team evaluation scores are determined first on a section-specific curve, since the opportunities for class participation and the pool of possible teammates vary across sections.

#### Midterm Exam (25%)

The midterm exam will be administered in class, at the regularly scheduled class time on October 24 and will cover the first half of the course material. The exam may consist of short essays, open-ended questions and/or multiple-choice questions. As the exam nears, I will provide you with more details on the format and some example questions to better help you prepare.

#### “Work” Interview (5%)

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

For the purposes of this exercise, try to pick someone who works in the private sector (e.g. not someone employed by a local, state or federal government), someone who is self-employed or someone who works for a non-corporate entity such as a university or religious organization. There is nothing wrong with any of those professions obviously, (I work for one of those!) but the working experiences in those sectors of the economy will be different enough from those that we are studying in class that I want you to try to find someone who is (or was) employed by a private company.

Feel free to use a family member (e.g. parent, grandparent) if you would like. However, I encourage you also to look outside your family for a possible interviewee. For example, you may want to find someone working in a profession in which you are interested in working. You may want to find someone of a different gender, race or ethnicity to have a better idea what their experiences at work is/were like.

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

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

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

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

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

### *Interview Protocols*

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

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

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

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

### *Assignment Guidelines*

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

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

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

Undoubtedly, you will learn a great deal more during the interview than you will have the opportunity to present in a 5-page paper. The real goal of this lesson is for you to learn about work from the viewpoint of another – an individual that is nearing (or at) the end of her employment life.

If the interviewee allows you to record the interview and you would like to provide me a copy, I would also welcome that. If you audio or video record the interview and you found a particular story or description of work compelling, please let me know as I will try to incorporate a few of those into our class lectures.

#### *Recommendations*

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

#### Group Project Report and Presentation (25%)

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

#### *Project objectives*

1. Learn about the company's business, corporate history, structure and culture from open sources, your own experiences and in-depth research, and interactions with the company's employees and/or executives if possible.
2. Identify long-term HR challenges in the company's specific organizational and cultural context.
3. Choose relevant frameworks from the course to address these challenges, propose new frameworks if the available ones do not work.
4. Develop a vision of the company's future workplace.
5. Consider the following questions as part of the project:
  - General characteristics of the company's workplace:
    - What is unique about the company's organization, culture and personnel practices? What should the company preserve/change in the future?

- Selective recruitment and retention:
  - What is unique about the company's recruitment and retention strategy?
  - How will your recommendations drive recruiting and retention in the future?
- What is the salary/compensation strategy?
- How should the company think differently about employee benefits (e.g. vacation, leave policy, health benefits, retirement benefits ...)?
- How should the company train and develop its managers?
- What should the performance evaluation process look like?

To summarize, what should the company's workplace look like twenty years from now? How will we know if our "Workplace of the Future" proves successful?

6. Bring your personal and your peers' considerations and aspirations into the project:
  - What are your career expectations?
  - How patient will you be to "wait your turn" for job expansion and promotion?
  - What are your attitudes toward job mobility?
  - What's the most important thing the company needs to do to attract and retain you?
  - Who is your ideal boss? Why?
  - Do you see/care about glass ceilings?
  - Other considerations ...

#### *Project timetable and deliverables*

Students are randomly assigned to project teams	September 21
Project teams decide on the company they will study and submit a two-page proposal to me for approval	October 17
Submission of the final project reports:	December 5
Word format	
8 pages maximum (not counting references)	
Can include up to two tables	
Times New Roman, 12-font, 1 inch margins	
Project presentations	December 5 & 7

#### *Grading*

The written assignment will be graded on the following criteria:

- *Organization and structure*: The paper employs a logical framework and identifies a critical issue for analysis.
- *Depth of analysis*: The paper demonstrates thorough research. The information is gathered from appropriate sources and is presented in a persuasive manner.
- *Creativity and insight*: The material is presented in an original, engaging and interesting manner.
- *Integration with course readings, lectures and discussions*: The paper draws on, applies, and seeks to extend concepts covered in the class.

- *Style:* The paper is smoothly and professionally written, using appropriate grammar, spelling, and punctuation.

The presentation will be graded on the following criteria:

- *Organization and structure:* The material is presented in a logical flow and focuses on the critical issue found in your research.
- *Clarity of presentation:* The presenters demonstrate mastery of the material, the ability to answer questions (if raised) and to communicate their analysis in a clear and concise way. I highly recommend you to practice as a group.
- *Creativity:* Holds the audience's attention through engaging and interesting dialogue and/or visual materials.

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

#### End of Term Exam (25%)

The end of term exam will be administered on November 30 in the regularly scheduled class period. Again, the exam may consist of short essays, open-ended questions and multiple-choice questions. The exam is not comprehensive in the sense that I will test you directly on material from the first half of the class.

#### Class Participation (20%)

An important course requirement is your attendance and preparation of readings and cases for class discussion. Because discussion is a substantial part of the course, student participation is essential — for both your own learning and that of the other students. Every student has by now accumulated valuable experience in organizations; this experience provides rich material for helping us to understand organizational behavior.

Students are expected to attend every class session having read and thought about the assigned material. Students should always be prepared to contribute to the class discussions, demonstrating their preparation by asking questions whenever necessary and by integrating the vocabulary and concepts from the readings into their class comments. Though attendance is not required, **because participation is so central, absences will seriously affect your grade.** Please see the section below under “Procedures and Policies” for more information regarding attendance and punctuality.

Class discussions provide the opportunity to practice speaking and persuasive skills, as well as the ability to listen. Effective class comments may address questions raised by others, integrate material from this and other courses, draw on real-world experiences and observations, or pose new questions to the class. **High-quality participation involves knowing when to speak and when to listen or allow others to speak.** Comments that are vague, repetitive, unrelated to the current topic, disrespectful of others or without sufficient foundation are discouraged and will be evaluated negatively.

**The best class comments:**

- Make or raise issues that are relevant to the current focus of the class;
- Show curiosity and a willingness to experiment;
- Use data to support conclusions;
- Take into consideration the ideas already offered by others;
- Offer support for arguments or politely raises a question or counterpoint to arguments posed by others

**This course is “unplugged.”** Please turn off and put away all computers, PDAs, phones, pagers, or other electronic devices during class meetings. If you need to use a computer because of a language or disability issue, you need to secure my permission at the beginning of the semester. Misusing an electronic device (e.g., using your phone) will adversely affect your grade.

I reserve the right to “cold call” individuals to answer questions pertaining to the readings and cases. I also reserve the right to hold pop quizzes on the readings – the grades of which will be part of class participation. I do not plan to use either of these tools and will not do so as long as the class preparation and participation remains at a high level.

**Policies and Procedures****Attendance and punctuality**

There is no formal attendance policy for this course. However, if you're not here, you can't contribute much to class discussion. So be aware that multiple absences will indirectly hurt you by preventing you from participating in class, thereby lowering your participation grade. If you need to miss class for a predictable reason (job interview, athletic competition), please notify me *at least* 24 hours in advance so that I can make arrangements for any in-class exercises and so that you can obtain the materials distributed during the class. Showing up late and leaving early is disruptive thus I will also appreciate advance notice if you know that you need to arrive late or leave early on a particular day. Of course, I realize that in some cases unforeseeable emergencies arise.

Additionally, I teach two sections of the same course, but I ask that you please attend the class to which you have registered. Again, if you are going to miss class for a predictable reason but can attend another section, please notify me at least 24 hours in advance so that proper arrangements can be made. Please note that you will receive no credit for participation in a non-registered section unless I have specifically granted you permission to attend that section.

**Late assignments**

Work must be received on time in order to receive full credit. If you are late on an assignment, your grade on that assignment will be reduced by 25% for each day it is late. If you think that you will not be able to complete an assignment by the stated due date, please speak with me in advance to make alternative arrangements. My policy on late assignments will depend on the specific



circumstances surrounding the problem, and thus may differ from student to student. Providing me with advance notice about a late assignment will *minimize* the penalty you receive on that assignment (as compared to providing me with no notice about the problem), but does not guarantee that there will be no penalty for turning the assignment in late. In the case of

### Missing an exam

Students may miss scheduled examinations only with a University-approved excuse. If you know you have a conflict with an exam, please notify me within the first two weeks of class. Of course, extenuating circumstances do arise. So please consult the Wharton examination policies for further information on University-approved excuses for missing an exam.

[http://spike.wharton.upenn.edu/ugrprogram/policies\\_forms/acad/exams.cfm](http://spike.wharton.upenn.edu/ugrprogram/policies_forms/acad/exams.cfm)

### Drops and Withdrawals

The last day to drop a class without petition is October 14. The last day to withdraw from a class without petition is November 18.

Please consult university policy as it pertains to dropping and withdrawing from courses past their respective deadlines.

### Academic Integrity

All students are expected to abide by the Code of Academic Integrity, which can be found online at [http://www.upenn.edu/provost/PennBook/academic\\_integrity\\_code\\_of](http://www.upenn.edu/provost/PennBook/academic_integrity_code_of). Students who violate this code will receive a failing grade in the course and will be reported to the Office of Student Conduct.

I encourage you to consult the resources provided by the Office of Student Conduct:

<http://www.upenn.edu/academicintegrity>.

### **Feedback and Questions**

I want this course to be valuable learning experience for you and I am committed to doing my part in ensuring that you are given the opportunity to maximize your learning opportunities in this class. After the first month of the course, we will spend part of a class session evaluating our progress and I will make any necessary changes to keep us on track. However, I welcome your feedback regarding the class at any time in the semester.

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

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

**Class Schedule****Session 1    Introduction and Course Overview    September 7**

Readings:    Print out and read through syllabus.

Hammonds, K. H. (2005). "Why we hate HR." *Fast Company*, 97, 40-48. Retrieved from [http://www.fastcompany.com/magazine/97/open\\_hr.html](http://www.fastcompany.com/magazine/97/open_hr.html)

**Session 2    The Employment Relationship    September 12**

Readings:    Cappelli, Peter. (1999). "The New Deal at Work" *The New Deal at Work: Managing the Market-Driven Workforce* (pp. 17-48). Boston, MA: Harvard University Press.

**Session 3    Historical Perspectives on Employment    September 14**

Readings:    Davis, Gerald F. (2009). "From Employee and Citizen to Investor: How Talent, Friends, and Homes Became 'Capital'" *Managed by Markets: How Finance Reshaped America* (pp. 191-234). New York: Oxford University Press USA.  
[Pages 191-208 required. Pages 209-234 optional]

Zinn, Howard. (2003). "The Socialist Challenge" *A People's History of the United States: 1492-Present* (pp. 321-357). New York: HarperCollins.

**Session 4    Theoretical Perspectives on Employment    September 19**

Readings:    *Economic Perspectives*

"Homo economicus" excerpt from Wikipedia  
[http://en.wikipedia.org/wiki/Homo\\_economicus](http://en.wikipedia.org/wiki/Homo_economicus)

Alchian, Armen, & Demsetz, Harold. (1972). "Production, Information Costs, and Economic Organization". *American Economic Review*, 62, 777-795.  
[Pages 777-783 required. Pages 784-795 optional]

Williamson, Oliver E. (1987). "Contractual Man". *The Economic Institutions of Capitalism* (pp. 43-63). New York: The Free Press.

*Critical Perspectives*

"Marxism" section on "Criticism of capitalism" from Wikipedia  
<http://en.wikipedia.org/wiki/Marxism>

Goldberg, Victor P. (1980). "Bridges over Contested Terrain: Exploring the Radical Account of the Employment Relationship". *Journal of Economic Behavior & Organization*, 1(3), 249-274.

**Session 5    Structure of the Labor Market    September 21**

Readings:    Ehrenberg, Ronald G., & Smith, Robert S. (2006). "Overview of the Labor Market" *Modern Labor Economics: Theory and Public Policy* (9 ed., pp. 25-47). Reading, MA: Pearson Addison Wesley.

Reynolds, Lloyd G., Masters, Stanley H., & Moser, Colletta H. (1998). "Internal Labor Markets" *Labor Economics and Labor Relations* (pp. 346-360). Upper Saddle River, NJ: Prentice Hall.

Exercise:     **Data analysis exercise**

1. Use the Bureau of Labor Statistics Web Site (<http://www.bls.gov/data>) to find out the current unemployment rate & to track the trend for 2006-11. Then check for the past few decades.
2. What is the Labor Force Participation Rate? Compare the rates of labor force participation & unemployment for men & women, Blacks & Whites, those who are 16-19 years-old and older workers. How do the comparisons vary in different years (e.g., 1950, 1960, 1970, 1980, 1990, 2000, 2010)?

**For discussion**

1. What do these data imply for you as an employee? As a manager?
2. What is the likely impact of high unemployment rates on wages? What about low unemployment rates?
3. Are the data consistent with your prior view of the labor market that you are likely to enter as a worker?

**Session 6     Labor Unions     September 26**

Readings:     Katz, Harry C., & Kochan, Thomas A. (2004a). "The Historical Evolution of the U.S. Industrial Relations System". *An Introduction to Collective Bargaining and Industrial Relations* (3 ed., pp. 17-46). New York: McGraw Hill.

**Session 7     Law and Practice of Collective Bargaining     September 28**

Readings:     Katz, Harry C., & Kochan, Thomas A. (2004b). "The Legal Regulation of Unions and Collective Bargaining". *An Introduction to Collective Bargaining and Industrial Relations* (3 ed., pp. 52-61). New York: McGraw Hill.

**Session 8     HR Management & Firm Performance     October 3**

Readings:     Ichniowski, C., & Shaw, K. (2003). "Beyond incentive pay: Insiders' estimates of the value of complementary human resource management practices". *Journal of Economic Perspectives*, 17(1), 155-180.

Exercise:     **TBD**

**Session 9     Talent Development     October 5**

Readings:     Cappelli, Peter. (2008). "Talent management for the twenty-first century". *Harvard Business Review*, 86(3), 74-81.

Case:     "Dynamic Capability Development through Human Capital Upgrading at Infosys Technologies".

**Session 10     Performance Evaluation     October 12**

Readings:     Meyer, Marshall W. (2002). "Introduction" *Rethinking Performance Measurement* (pp. 1-8).

Peiperl, M. A. (2001). "Getting 360 degrees feedback right". *Harvard Business Review*, 79(1), 142-147.

Case:

Burton, M. Diane. (1998). "Rob Parson at Morgan Stanley".

**Session 11 Pay Systems October 17**

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

Case: Gabarro, John, & Burtis, Andrew. (1995). "Brainard, Bennis & Farrell".

**Session 12 Employee Benefits October 19**

Readings: Tone, Andrea. (1997). "Introduction". *The Business of Benevolence: Industrial Paternalism in Progressive America* (pp. 1-15). Ithaca, NY: Cornell University Press.

Dychtwald, Ken, Erickson, Tamara J., & Morison, Robert. (2007). "Flexible Compensation and Benefits" *Workforce Crisis: How to Beat the Coming Shortage of Skills and Talent* (pp. 179-206). Boston: Harvard Business Press.

Case: Pfeffer, Jeffery. (1998). "SAS Institute (A): A Different Approach to Incentives and People Management Practices in the Software Industry". Stanford HR6.

**Session 13 Midterm October 24**

**Session 14 Person and the Organization October 26**

Readings: Kelloway, E. Kevin, Gallagher, Daniel G., & Barling, Julian. (2004). "Work, Employment, and the Individual". In B. Kaufman (Ed.), *Theoretical Perspectives on Work and the Employment Relationship* (pp. 105-131). Champaign, IL: Industrial Relations Research Association.

Rousseau, Denise M. (2007). "The Psychological Contract: Violations and Modifications". In J. S. Osland, M. E. Turner, D. A. Kolb & I. M. Rubin (Eds.), *The Organizational Behavior Reader* (pp. 41-48). Upper Saddle River, NJ: Pearson Education Inc.

Case: Bower, Joseph L. (2000). "The Atchison Corporation (A)".

**Session 15 Firm as a Network October 31**

Readings: Cross, Robert, & Prusak, Laurence. (2002). "The people who make organizations go-or stop". *Harvard Business Review*, 80(6), 104-111.

Case: Eisenstat, Russell A. (1989). "Managing Xerox's Multinational Development Center".

**Session 16 Recruitment & Retention November 2**

Readings: Allen, David G., Bryant, Phillip C., & Vardaman, James M. (2010). "Retaining Talent: Replacing Misconceptions With Evidence-Based Strategies". *Academy of Management Perspectives*, 24(2), 48-64.

Gladwell, Malcolm. (2004, September 20). "Personality Plus". *The New Yorker*, 42-48.

Gladwell, Malcolm. (2000, May 29). "The New-Boy Network". *The New Yorker*, 68-86.

*Optional, but suggested for you job seekers!*

Jenks, James M., & Zevnik, Briand L. P. (1989). "ABCs of Job Interviewing: Preparation, Via a Scenario, Is the Key". *Harvard Business Review*, 67(4), 38-42.

## Session 17 Motivation

November 7

Readings: Kerr, Steven. (1975). "On the Folly of Rewarding A While Hoping for B". *Academy of Management Journal*, 18(4), 769-783.

Case: Tushman, Michael. (2002). "Hausser Food Products Company".

## Session 18 Job Design

November 9

Readings: Hackman, J. R., Oldham, G., Janson, R., & Purdy, K. (1975). "New Strategy for Job-Enrichment". *California Management Review*, 17(4), 57-71.

Case: Balbaky, E. Mary Lou. (1980). "Strike in Space".

## Session 19 High Involvement Employment Systems

November 14

Readings: O'Reilly, Charles A. (1989). "Corporations, Culture, and Commitment: Motivation and Social-Control in Organizations". *California Management Review*, 31(4), 9-25.

Case: O'Reilly, Charles A. & Pfeffer, Jeffery.(1995). "Southwest Airlines (A)". Stanford HR-1

## Session 20 Self-Managed Teams

November 16

Readings: Wageman, Ruth. (1997). "Critical success factors for creating superb self-managing teams". *Organizational Dynamics*, 26(1), 49-61.

Exercise: Team “Building” (in class)

## Session 21 Labor Market Inequities

November 21

Readings: Davis, Gerald F., & Cobb, J. Adam. (2010). "Corporations and economic inequality around the world: the paradox of hierarchy". In A. Brief & B. M. Staw (Eds.), *Research in Organizational Behavior* (pp. 35-53). Greenwich, CT: JAI Press.

Blau, Francine D., Ferber, Marianne A., & Winkler, Ann E. (2006). "Differences in Occupations and Earnings: the Role of Labor Market Discrimination" *The Economics of Women, Men, and Work* (5 ed., pp. 202-249).

Orey, Michael. (2006, May 15). "White Men Can't Help It". *Business Week*, 54. Retrieved from [http://www.businessweek.com/magazine/content/06\\_20/b3984081.htm](http://www.businessweek.com/magazine/content/06_20/b3984081.htm)

## Session 22 Course Overview and Careers and Future Prospects

November 28

Readings: Murray, Sara. (2009, May 9). "The Curse of the Class of 2009", *The Wall Street Journal*. Retrieved from <http://finance.yahoo.com/career-work/article/107066/The-Curse-of->

[the-Class-of-2009](#)

Oyer, P. (2008). "The Making of an Investment Banker: Stock Market Shocks, Career Choice, and Lifetime Income". *Journal of Finance*, 63(6), 2601-2628.

<b>Session 23</b>	<b>End of Term Exam</b>	<b>November 30</b>
<b>Session 24</b>	<b>Group Presentations</b>	<b>December 5</b>
<b>Session 25</b>	<b>Group Presentations</b>	<b>December 7</b>