

# Management 104: Industrial Relations and Human Resource Management

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## Course Meeting Times and Locations

MGMT 104-001: Tuesdays and Thursdays, 9:00 – 10:30am, SHDH 211  
MGMT 104-002: Tuesdays and Thursdays, 10:30 – 12:00pm, SHDH 211  
MGMT 104-003: Tuesdays and Thursdays, 1:30 – 3:00pm, SHDH 211

## 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 four 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.
- Expose you to competing perspectives on employment and challenge you to consider how decisions made by economic and political actors have both positive and negative impacts on workers. In so doing, my hope is that you will be better informed as workers, managers, employers and voters.

### **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 some 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 (30 points—30%) October 18
- “Work” Interview (5 points—5%) November 8
- Group Project Report and Presentation (25 points—25%)
  - 2-page proposal October 12
  - Final report December 4
  - Presentations December 4 & 6
- End of Term Exam (20 points—20%) November 30
- Class Participation (20 points—20%)

I grade all 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 (30%)

The midterm exam will be administered on October 18 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.

#### End of Term Exam (20%)

The end of term exam will be administered on November 30. 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.

#### “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-educations 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%)

A new addition to this year's course is the inclusion of social movements into the curriculum. Individuals can mobilize to enact change in a variety of ways. As labor unions in the US decline in terms of members and power, groups of citizens and workers have increasingly turned to forms of collective activism to enact changes in laws as well as organizational practices and policies. Often social movements are equated with social initiatives – historical examples include women's suffrage and the Civil Rights movements, more modern examples include domestic partner health benefits and Occupy Wall Street. However, the lessons from the social movements can be extended beyond these social responsible endeavors (though I am a big fan of the socially responsible ones!). For example, if you are working for a firm and you have a new product idea, how do get others to support you? If you think there is a great investment opportunity for your company, how do you generate interest from those with the ability to make those decisions? The lessons you will learn from the study of social movements can help.

For this project, you are going to participate in or (potentially) start a social movement. You have a few options for this project:

Option A: You will attempt to enact some sort of (positive!) change on the University of Pennsylvania campus. For example, maybe you want to improve the recycling efforts in campus dormitories? Maybe you have an idea for a new class that should be offered at Wharton? The possibilities are endless!

The idea here is that you identify an issue on (or around) campus that you would like to see be resolved. Once you identify the issue, you will have to determine *how* or *by what process* will your team attempt to address the problem. What tasks need to be completed to address the issue? Who on campus do you need support from? Students? Faculty? Administration? Do you need to raise awareness? A petition? Money? How are you going to explain the issue in a way that others understand the problem and how you plan to fix it? Once you have figured out the answers to these questions, your task will be to implement your plan. How will you generate support? How will you know if you have succeeded?

Option B: You will create a petition on the website, <http://www.change.org/> that identifies a problem or injustice that is related to class (i.e. something to do with employment). Identifying the problem you want to help ameliorate will be a major challenge and will necessitate that, as a group, you do independent reading and research. Once you identify the issue, your text will be to determine to whom you plan to direct your attention towards. For example, if you were to start a petition about unsafe labor practices in a meat packing plant, to whom do you plan to send the petition? The firm? A major stock holder? A government agency?

Once those questions have been answered, you will have to write the petition. Framing the issue in an appropriate manner in order to generate attention and support will be critical for the success of your initiative. Lastly, you then have to generate support for your cause. How will you get people to sign? Will you simply rely on those who go to the website and read through petitions? Will you send it to friends and family? Use social media? Maybe try to get support from the press? Other strategies?

#### *Project objectives*

1. Identify a problem or issue that your group would like to help ameliorate.
2. Develop a plan for how the problem you identify can be addressed.
3. Use course lessons to understand how to generate support for your cause. Who are the people from which you need to garner support? How are you going to frame the problem so that others will understand the issue and be motivated to take part in helping you address it?
4. Put your plan in place, track progress and make modifications as necessary.

As part of the final deliverable you are to summarize the problem you identified, describe in some detail the steps you took to generate support for your cause and issues you confronted along the way.

*Project timetable and deliverables*

Students are randomly assigned to project teams	September 20
Project teams decide on the issue they wish to address and submit a two-page proposal to me for approval	October 12
Submission of the final project reports:	December 4
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 4 & 6

*Grading*

The assignment will be graded on the following criteria:

- *Organization and structure:* Your problem statement (or your petition) and final paper employ a logical framework that identifies a critical issue for analysis and an appropriate strategy for generating support for your cause
- *Integration with course readings, lectures and discussions:* You show through your problem statement and paper that you drew upon and applied concepts covered in the class.
- *Style:* The paper is smoothly and professionally written, using appropriate grammar, spelling, and punctuation.
- *Effort and success:* I will assess the extent to which the group made efforts to generate support for their cause.

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.

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. 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

There are also opportunities for students to engage in class participation outside of making comments in class. Throughout the semester, I will give you pre-class exercises that will count towards your participation score. Furthermore, there will be an online forum where students can post articles WITH comments, ask and answer questions and provide other insights germane to the class. These contributions will also count towards your participation score.

**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 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 three 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 12. The last day to withdraw with petition is November 16. 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 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 a 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.

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**Class Schedule****Session 1 Introduction and Course Overview September 6**

Readings: Print out and read through syllabus.

**Session 2 Structure of the Labor Market September 11**

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)?

**Session 3 Theoretical Perspectives on Employment September 13**

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

*Critiques*

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

Wang, Long, Malhotra, Deepak, & Murnighan, J. Keith. (2011). Economics Education and Greed. *Academy of Management Learning & Education*, 10(4), 643-660.

**Session 4 Employment in Historical Perspective September 18**

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.

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

**Session 5 Labor Unions September 20**

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 6 Law and Practice of Collective Bargaining September 25**
- 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.
- Ferguson, John-Paul. (2008). The Eyes of the Needles: A Sequential Model of Union Organizing Drives, 1999-2004. *Industrial & Labor Relations Review*, 62(1), 3-21. [Read excerpt from pages 4-6 from paper].  
<http://digitalcommons.ilr.cornell.edu/cgi/viewcontent.cgi?article=1538&context=ilrreview>
- Session 7 Labor Mobilization and Social Movements September 27**
- Readings: TBD
- Session 8 Pay Systems October 2**
- Readings: Pfeffer, Jeffery. (1998). "Six dangerous myths about pay". *Harvard Business Review*, 76(3), 108-119. <http://tinyurl.com/8ydgfq5>
- Session 9 Employee Benefits October 4**
- Readings: Cobb, J. Adam (2012). "A Brief History of Privatized Welfare in the United States" [I will post this on Canvas].
- 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.
- Hacker, Jacob S. (2006). The Privatization of Risk and the Growing Economic Insecurity of Americans. [Skim] <http://privatizationofrisk.ssrc.org/Hacker/printable.html>
- Session 10 Performance Evaluation October 9**
- Readings: Peiperl, M. A. (2001). "Getting 360 degrees feedback right". *Harvard Business Review*, 79(1), 142-147.
- Exercise: Assessing your professors.
- Session 11 Recruitment & Retention October 11**
- 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.
- Session 12 Talent Development October 16**
- 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 13 Midterm Exam October 18**

**Session 14 Firm as a Network October 25**

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

Exercise: TBD

**Session 15 Social Movements and Social Innovation October 30**

Readings: Briscoe, Forrest, & Sean Safford. (2010). "Employee Affinity Groups: Their Evolution from Social Movement Vehicles to Employer Strategies." *Perspectives on Work* 14(1): 42-45. <http://tinyurl.com/cqjx664>

Howard-Grenville, Jennifer A., & Hoffman, Andrew J. (2003). "The importance of cultural framing to the success of social initiatives in business." *Academy of Management Executive*, 17(2), 70-84. <http://appreciativeinquiry.case.edu/uploads/2003%20AME.pdf>

Meyerson, Debra E. (2004). "The tempered radicals: How employees push their companies - little by little - to be more socially responsible." *Stanford Social Innovation Review*, 2, 14-23. [http://www.ssireview.org/pdf/2004FA\\_feature\\_meyerson.pdf](http://www.ssireview.org/pdf/2004FA_feature_meyerson.pdf)

Gladwell, Malcolm. (2010, October 4). Small Change. *The New Yorker*, 42-48. [http://www.newyorker.com/reporting/2010/10/04/101004fa\\_fact\\_gladwell](http://www.newyorker.com/reporting/2010/10/04/101004fa_fact_gladwell)

**Session 16 Motivation November 1**

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 17 Job Design November 6**

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 18 High Involvement Employment Systems November 8**

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 19 Low-wage and Precarious Work November 13**

Readings: Ehrenreich, Barbara. (2001). *Nickel and dimed: on (not) getting by in America*. New York: Henry Holt and Co. Chapters 3 and "Evaluation".

<b>Session 20</b>	<b>Labor Market Inequities</b>	<b>November 15</b>
<u>Readings:</u>	Bertrand, Marianne, Goldin, Claudia, & Katz, Lawrence F. (2010). Dynamics of the Gender Gap for Young Professionals in the Financial and Corporate Sectors. <i>American Economic Journal: Applied Economics</i> , 2(3), 228-255. <a href="http://www.aeaweb.org/articles.php?doi=10.1257/app.2.3.228">http://www.aeaweb.org/articles.php?doi=10.1257/app.2.3.228</a>  Orey, Michael. (2006, May 15). "White Men Can't Help It". <i>Business Week</i> , 54. <a href="http://www.businessweek.com/magazine/content/06_20/b3984081.htm">http://www.businessweek.com/magazine/content/06_20/b3984081.htm</a>	
<b>Session 21</b>	<b>Labor Market Inequities</b>	<b>November 20</b>
<u>Readings:</u>	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.), <i>Research in Organizational Behavior</i> (pp. 35-53). Greenwich, CT: JAI Press.	
<b>Session 22</b>	<b>Course Overview and Careers and Future Prospects</b>	<b>November 27</b>
<u>Readings:</u>	Murray, Sara. (2009, May 9). "The Curse of the Class of 2009", <i>The Wall Street Journal</i> . <a href="http://finance.yahoo.com/career-work/article/107066/The-Curse-of-the-Class-of-2009">http://finance.yahoo.com/career-work/article/107066/The-Curse-of-the-Class-of-2009</a>  TBD (something timely)	
<b>Session 23</b>	<b>End of Term Exam</b>	<b>November 29</b>
<b>Session 24</b>	<b>Group Presentations</b>	<b>December 4</b>
<b>Session 25</b>	<b>Group Presentations</b>	<b>December 6</b>