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Office Hours: Thursday 3-5 p.m. or by appointment

HRER 502: Global Employment Relations
Spring 2018
Thursday 6-9 p.m., Schreiber Center – Room 406

Catalog Description

- This course introduces students to different employment relations systems in advanced industrial economies in North America, Europe, and Asia and to formats for resolving new types of labor problems that have emerged in a global economy.
- Learning Outcomes - Students will be able to identify critical differentiating aspects of employment relations systems in the developed world and common pro and con arguments regarding proposed solutions to substandard working conditions in the developing world.

Description for Students

- Global Employment Relations considers variation in i) workplace level management practices, ii) negotiations and bargaining over wages and working conditions, and iii) global and national institutions, including the formal rules that govern the employment relationship such as laws, and informal norms and cultures.
- Students carry out a research project involving an in-depth comparative examination of an employment relations phenomena. This will involve the identification and evaluation of a global management “best practice,” requiring an explicit consideration of at least two among a variety of alternative practices. Students will then develop a persuasive case that a particular best practice should be adopted by a specific organization to address an employment relations challenge at either the workplace or other appropriate level of analysis.
- “Case” readings are meant to provide the basis for in-class discussion of current ER problems.

- “How-to” readings focus on methods for evaluation, as well as how to improve decision-making, negotiations, and persuasion.
- “Research” readings are exemplary research in global and comparative employment relations that are illustrative of new developments in the field and classic debates.
- Lectures pull together a variety of theoretical debates, cases, research evidence, and “how-to” content to inform the subjects covered each week.
- In-class activities will include workshops that develop student research projects throughout the quarter, and experiential negotiations exercises.

Course Objectives and Learning Outcomes

- The course will provide an overview of a variety of firm-level management practices as well as national employment relations systems practices. Adopting a global and comparative perspective, critical skills developed include evaluation of programs, persuasion, and negotiations, with a focus on the challenge of adapting and implementing global “best practices” into diverse workplaces.
- The primary learning outcomes for students are developed through a quarter-long solo or two-person team authored research project. The research project learning outcomes include:
 - A) Improving Analytical Capabilities by 1) participating in workshops centered around analyzing global ER problems, 2) evaluating evidence when presented in research papers and 3) writing a research paper, and
 - B) Improving Negotiations and Persuasion Capabilities by i) engaging in negotiations exercises ii) analyzing a field setting, iii) applying research to a specific case, iv) developing a strategy, and v) presenting and persuading others.

Required Materials

- All students must purchase the course packet through the Harvard Business Publishing link. This is required by copyright law for assigned readings and in-class negotiations exercises.

Grading

- **Final Research Paper Project and Presentation - 45%** - The final research project is a minimum 10 page paper (15 if written by 2 people) that is developed throughout the quarter. The paper will examine a management or employment relations challenge in global and comparative context. Students are to identify a practice that should be adopted by an organization to resolve a particular employment relations or management challenge. The research paper will use an accepted methodology to compare and analyze practices, and assess the best path to implementing the practice in a chosen field. The assignment is described more fully and broken into week-by-week pieces that advance throughout the quarter.
- **Progress Check-Ins - 10%** - three classes include a small assignment that incorporates a component of the research project. **This is designed to make sure the final project is on track.** These assignments are graded to recognize timely and comprehensive completion (A), late or average quality completion (B), or mediocre and/or late completion (C). Keeping up is essential to staying on top of the materials. These assignments are described on Sakai and are due 48 hours before class begins.
- **Active Participation - 45%** - coming to class well-prepared is integral to the success of the course. Every person in this course is expected to be an active contributor to in class and workshop discussions.
 - **Attendance & Preparedness – 15%** - Because active participation in this class includes discussion of reading materials, part of the active participation grade includes coming to class prepared and engaging in class discussion. One absence is excused. Missing more than one class due to an unexcused absence will be penalized by a reduction of the final grade from A to A-, A- to B+, and so on. One absence can be made up by presenting to the class on an optional reading; discuss with Professor Norlander. Being unprepared and not contributing to discussion will also result in reductions to the final grade.
 - **Presentation – 25%** – Present on one of the case readings identified for each week. Sign-up and present to the class in teams of not more than 2 for 15 minutes, lead a discussion, and create a one page handout summarizing your findings. Submit your handout and slides through Sakai.
 - **Individual Consultation and Make-Up Class - 5%**: We have only 9 classes, instead of the usual 10. To make up for this situation, I have pre-recorded videos on Panopto that you should watch (attendance is tracked). I would also like to schedule individual consultations with each student during the class to discuss your research paper. The

meeting should be after our 3rd class and before our 9th class class. It is your responsibility to schedule a time in advance. Remote meetings are an option.

- **Integrity** - I cannot stress enough how plagiarism and poor citation practices deprive you of an education, and how severely I will punish any infractions with reductions in grades and, if necessary, reporting to the academic department chair. Familiarize yourself with the university policy on academic integrity (http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml) and other relevant university policies (<http://www.luc.edu/academics/catalog/undergrad/reg.shtml>). Plagiarized work will be reported to the chair of our academic department, and result in an F for the assignment without the possibility of resubmission. Poorly cited work will not be accepted, and result in a zero for the assignment.

Earn Bonus Points

1 bonus point equal to 1% of the course grade can be earned by attending designated events that are sponsored by Loyola's Institute of Human Resources and Employment Relations or that are advertised by Professor Norlander in advance during the term. To earn points students are required to write a one-page paper identifying what they learned at the event. This paper can be handed in during class or emailed to me at any time throughout the term or semester. Events that qualify for bonus points will be posted on Sakai. Note that bonus points are only awarded for attending one event during the term and you cannot use a single event to qualify for bonus points for more than one class during the term.

The opportunity to earn bonus points is provided to encourage you:

- To enrich your human resource and employment relations knowledge
- To develop your professional network of students, alumni and other HRER professionals in the Chicago-land area.
- To involve you in important discussions taking place in the HRER field

Week-by-Week Class Outline:

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i) Analyzing Employment Relations in a Global and Comparative Context

The first section of this course provides an introduction to employment relations policies in a global context. Exemplary readings illustrate the major dimensions of difference, the spread of globalization, and the variety of localized practices. A developmental focus is placed upon improving the discernment of students

regarding research through understanding analytical methodologies to identify practices that can improve performance and those that are unlikely to do so.

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Week 1 - 2/22 - Introduction - Comparative Advantage

Assignments due: none.

Required Reading:

- Syllabus.

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3/1 - NO CLASS.

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3/8 - SPRING BREAK, NO CLASS

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Required Reading during break:

- Gavetti, G., & Rivkin, J. (2005). How Strategists Really Think: Tapping the Power of Analogy. Harvard Business Review.
- Trochim, William M. The Research Methods Knowledge Base, 2nd Edition.
 - <http://www.socialresearchmethods.net/kb/evaluation.php>
 - <http://www.socialresearchmethods.net/kb/sampling.php>
 - <http://www.socialresearchmethods.net/kb/measure.php>
 - <http://www.socialresearchmethods.net/kb/relandval.php>
- Miller, Steve. *Reading a Regression Table: A Guide for Students*.
 - <http://svmiller.com/blog/2014/08/reading-a-regression-table-a-guide-for-students/>

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Week 3 - 3/15 -

Assignments due: Description of a variety of ER practices, selection of presentation.

Required Reading

- Jacoby, Sanford. "American Exceptionalism Revisited: The Importance of Management." *Anderson Graduate School of Management UCLA, Working Paper Series*- no. 144 (October 1987).
- Norlander, P. Global Employment Relations – *Introduction & The Labor Question Today* (pages 10-28). See "Book 2018.pdf" under resources on Sakai.

Recommended Reading:

- Blau, Francine D., and Lawrence M. Kahn. "Understanding International Differences in the Gender Pay Gap." *Journal of Labor Economics* 21, no. 1 (2003): 106–144.
- Ebisui, M., Cooney, S. and Colin Fenwick. *Resolving individual labour disputes: A comparative overview*. Chapter 1.
http://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_488469.pdf

Required Reading:

- Freeman, R. B. (2007). Labor market institutions around the world (No. w13242). National Bureau of Economic Research.

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Week 4 - 3/22 - Globalization and Its Advocates

Required Reading:

- Baccaro, L., & Howell, C. (2011). A common neoliberal trajectory: The transformation of industrial relations in advanced capitalism. *Politics & Society*, 39(4), 521-563.
<http://journals.sagepub.com/doi/abs/10.1177/0032329211420082>
- Norlander, P. *Short Case: Gender Inequality in Comparative Context* (pages 29-33).
- Norlander, P. *Short Case: HR in Japan and the U.S.* (pages 40-43)

Presentation:

- Jacoby, S. M. (2005). *The embedded corporation: corporate governance and employment relations in Japan and the United States*. Princeton University Press. Chapters 1 & 6.

Recommended Reading

- Friedman, Thomas L. "It's a Flat World, After All." *The New York Times*, April 3, 2005. <http://www.nytimes.com/2005/04/03/magazine/its-a-flat-world-after-all.html>

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Week 5. 3/29 - Variation in Culture and Employment Relations Practice
Assignments due: Comparison of practices.

Required Reading:

- Bloom, Nicholas, Christos Genakos, Raffaella Sadun, and John Van Reenen. "Management Practices Across Firms and Countries." Working Paper. National Bureau of Economic Research, February 2012. <http://www.nber.org/papers/w17850>.
- Norlander, P. *Bad Management Around the World*. Page 34-39.
- Hofstede, Geert. "Dimensionalizing Cultures: The Hofstede Model in Context." *Online Readings in Psychology and Culture* 2, no. 1 (December 1, 2011). doi:10.9707/2307-0919.1014.
- William M. The Research Methods Knowledge Base, 2nd Edition.
 - <http://www.socialresearchmethods.net/kb/design.php>
 - Internal Validity, Types of Designs,
 - Quasi-Experimental: Non-Equivalent, Regression Discontinuity
 - **Read everything in the Qualitative section.**

Presentation Option:

- Flexicurity: Riding into the Future. Harvard Business School Case Study.

Recommended Reading

- "How to Overcome Cultural Barriers in Communication - Cultural Approximations of Time and the Impact on Negotiations." *PON - Program on Negotiation at Harvard Law School*, November 23, 2015. <http://www.pon.harvard.edu/daily/international-negotiation-daily/telling-time-in-different-cultures/>
- Autor, D.H., Dorn, D. and Gordon H. Hanson. The China Syndrome: Local Labor Market Effects of Import Competition in the United States. *The American Economic Review*, 103(6):2121–2168, October 2013. doi: 10.1257/aer.103.6.2121.
 - Podcast version: http://www.econtalk.org/archives/2016/03/david_autor_on_1.html

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Week 6 - 4/5 - Varieties of Capitalism

Assignments due: none.

Required Reading:

- Hall, Peter A., and David Soskice. *Varieties of Capitalism : The Institutional Foundations of Comparative Advantage: The Institutional Foundations of Comparative Advantage*. OUP Oxford, 2001. Chapter 1.
- *Short Case: Free trade: Winners and Losers, Methods and Problems of Employment Relations, & Math*. (pages 44-47, 75-87).
- Norlander, P. *Intro to Theory, Social Insurance, Varieties of Capitalism*. (pages 51-60).

Presentation Options

- Boudreau, J. (2010). IBM Case Study. Parts A, B, C. *SHRM.org*
- Gourevitch, Peter A., and James Shinn. *Political Power and Corporate Control: The New Global Politics of Corporate Governance*. Princeton University Press, 2010. Chapters 1 and 2.

Recommended Reading:

- Batt, R., Holtgrewe, U., & Holman, D. (2007). The Global Call Center Report: International Perspectives on Management and Employment. *Research Studies and Reports*.

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Part II - Bargaining, Persuasion and the Spread of Employment Relations Practices

This section examines the spread of employment relations practices through global institutions such as the ILO, international trade agreements, corporate codes of conduct, and multinational employers facing competitive pressures. A developmental focus is placed upon negotiations, bargaining, and persuasion as a fundamental skill as well as in a global context.

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Week 7 - 4/12 - Minimum Standards in Global Context

Assignments due: none.

Required Reading:

- Norlander, P. *Apple and Labor Standards in Global Supply Chains*. (pages 48-49).

Presentation:

- Compliance, Collaboration, and Codes of Labor Practice: The Adidas Connection. Harvard Business School Case.

- Ebisui, M., Cooney, S. and Colin Fenwick. *Resolving individual labour disputes: A comparative overview*. Chapters 6 and 10.
http://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_488469.pdf

Recommended Reading

- Compa, Lance. "A Strange Case: Violations of Workers' Freedom of Association in the United States by European Multinational Corporations." *Articles and Chapters*, January 1, 2010.
<http://digitalcommons.ilr.cornell.edu/articles/332>.
- Dube, Arindrajit. "Proposal 13: Designing Thoughtful Minimum Wage Policy at the State and Local Levels." *The Hamilton Project*, 2014, 1–12.
http://www.hamiltonproject.org/assets/legacy/files/downloads_and_links/state_local_minimum_wage_policy_dube.pdf
- Lakhani, T., Kuruvilla, S., & Avgar, A. (2013). From the Firm to the Network: Global Value Chains and Employment Relations Theory. *British Journal of Industrial Relations*, 51(3), 440–472. <http://doi.org/10.1111/bjir.12015>

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Week 8 - 4/19 – MNCs as Diffusers of Best Practices

Assignments due: Rough draft of parts 1-2 & Stakeholder analysis and persuasion

Required Reading:

- Norlander, P. *Institutional Theory, Global Value Chain Theory*. (pages 61-67).
- Barends, Rousseau, & Briner. *Evidence-Based Management: The Basic Principles*. Center for Evidence Based Management.
<https://www.cebma.org/wp-content/uploads/Evidence-Based-Practice-The-Basic-Principles.pdf>

Presentation:

- Lincoln Electric: Venturing Abroad. Harvard Business School Case.

Recommended Reading

- Strang, David, Macy, Michael. "In Search of Excellence: Fads, Success Stories, and Adaptive Emulation." *American Journal of Sociology - AMER J SOCIOL* 107, no. 1 (2001). doi:10.1086/323039.
- Strang, David, and Kim, Young-Mi. "Diffusion and Domestication of Managerial Innovations: The Spread of Scientific Management, Quality

Circles, and TQM between the United States and Japan - Oxford Handbooks,”
May 2006.

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Week 9. 4/26 - Power and Politics

Assignment due: Comments on papers.

Required Reading:

- Greenfield, K. 2012. The Stakeholder Strategy: Changing corporations, not the Constitution, is the key to a fairer post-Citizens United world. *Democracy Journal*. <http://democracyjournal.org/magazine/26/the-stakeholder-strategy/>
- Norlander, P. *Negotiation*. (pages 83-85)

Presentation:

- Do You Really Think We Are So Stupid? A Letter to the CEO of Deutsche Telekom. Harvard Business School Case. A, B, C.
- Applebaum, E. & Batt, R. 2012. A Primer on Private Equity at Work. <http://cepr.net/documents/publications/private-equity-2012-02.pdf>

Recommended Reading:

- Fligstein, Neil. “Understanding Stability and Change in Fields.” *Research in Organizational Behavior* 33 (2013): 39–51. doi:10.1016/j.riob.2013.10.005.
- Fligstein, Neil, and Taekjin Shin. “Shareholder Value and the Transformation of the U.S. Economy, 1984–20001.” *Sociological Forum* 22, no. 4 (December 1, 2007): 399–424. doi:10.1111/j.1573-7861.2007.00044.x.

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Week 10. 5/3 - Convergence and Divergence

Assignments due: Written Reports.

Student Presentations: Making the Case.

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