

# COURSE SYLLABUS

## Economics and Demographics of Labor Markets: Fall 2020

### HRM 38:533:565:90 Online

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<b>Live Conferences</b> (Virtual Office Hours)	Wednesdays, 6:15 pm to 7:15 pm US Eastern Time
<b>Learning Management System</b>	Canvas

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This course focuses on the operation of the labor market, and how economic forces and demographic trends affect a firm, its workforce, and the employment relationship. Topics will include economic reasoning and current research on labor demand, labor supply, demographic trends and projections, education and training, unions, discrimination, and unemployment.

#### **School of Management and Labor Relations Learning Goals Met by This Course**

##### **I) Written & Oral Communication – Communicate effectively at a level and in modes appropriate to an entry level professional.**

- Communicate complex ideas effectively, in standard written English
- Analyze and synthesize information and ideas from multiple sources to generate new insights
- Produce quality research papers with proper convention of attribution/citation
- Produce high quality executive summaries
- Make an argument using contemporary and/or historical evidence
- Present ideas and arguments in a logical and effective way

##### **IV) Theoretical Perspectives - Demonstrate an understanding of relevant theories and apply them given the background context of a particular work situation.**

- Demonstrate an understanding of the practical perspectives, theories and concepts in their field of study
- Evaluate and apply theories from social science disciplines to workplace issues

##### **V) Understanding Context - Evaluate the context of workplace issues, public policies, and management decisions**

- Analyze the degree to which forms of human difference shape a person's experience of, and perspectives on work
- Analyze a contemporary global issue in their field from a multi-disciplinary perspective

- Analyze issues related to business strategies, organizational structures, and work systems
- Analyze issues of social justice related to work across local and global contexts (LSER)
- Analyze issues related to the selection, motivation, and development of talent in a global context (HRM)

### Text

Lazear, E. P., Gibbs M. (2015) *Personnel Economics in Practice, 3<sup>rd</sup> Edition*, New York: John Wiley & Sons, Inc. (ISBN-10: 111820672X)

### Grading Basis

Exam I – Chapters 1,2,3 and Assigned Articles	15%
Exam II – Chapters 4,5,6,7,8 and Assigned Articles	15%
Exam III – Chapters 9,10,11,12 and Assigned Articles	15%
Team Paper and Presentation	15%
Assignments	15%
Discussions	15%
Quizzes	10%
<b>Total</b>	<b>100%</b>

### Grading Scale

A	90 - 100
B+	88 - 89
B	80 - 87
C+	78 - 79
C	70 - 77
F	60 – 69

### Exams

In-class exams are noncumulative and consist of short-answer questions and brief essays. Exam material will be based on assigned chapters and articles.

### Team Paper and Presentation

The purpose of the paper is to enhance students' understanding of economics and demographics and how this understanding can provide insights into the employment relationship through empirical research. Students are to analyze in-depth a randomly given labor demographic trend. e.g., the aging of the workforce, the increased use of a contingent workforce, re-shoring, etc., identify the business implications, and present an HRM solution based on economic theory and supported by research/data.

The paper should be six to eight, double-spaced pages with full citations of all sources.

Each group will present their findings to the class in a PowerPoint presentation. Presentations will be 15 minutes followed by a class questions and answers.

The team project grade will be based on the following rubric:

- I. An **in-depth** analysis of a labor demographic trend
- II. Identifying the meaningful **business implications**
- III. Presenting an **HRM solution supported by economic theory and research** on companies implementing this HRM solution
- IV. Properly **citing** all research sources
- V. The overall **quality** of the PowerPoint presentation

More detailed information on project requirements will be reviewed in class.

### Schedule

Module Start Date	Module Number	Topic	Reading/Deliverable*
9/1	1	Introduction	Chapter 1
9/7	2	Setting Hiring Standards and Recruitment	Chapter 2
9/14	3	Labor Supply and Demand	<b>The Employment Situation</b> - Bureau of Labor Statistics
		Recruitment	Chapter 2
9/21	4	Talent Migration	<b>Worldwide Population Data Sheet</b> - Population Reference Bureau
		Investment in Skills	Chapter 3
9/28	5	Investment in Skills (Cont.)	Chapter 3
		Managing Turnover	Chapter 4
<b>10/5</b>	<b>6</b>	<b>Exam I – Chapters 1-3 and Assigned Articles and Reports</b>	<b>Exam</b>
		Managing Turnover (Cont.)	Chapter 4
		Decision Making	Chapter 5
		Labor Demographics	<b>Foreign-born Workers: Labor Force Characteristics</b> - Bureau of Labor Statistics
10/12	7	Organizational Structure	Chapter 6
		Labor Demographics	<b>Persons with Disabilities: Labor Force Characteristics</b> - Bureau of Labor Statistics
10/19	8	Job Design and Empowerment	Chapter 7
		<b>Team Presentations Begin</b>	

10/26	9	Advanced Job Design  Job Design	Chapter 8 and  <b>The Future of Work: The Augmented Workforce, Global Human Capital Trends</b> - Deloitte Insights
11/2	10	<b>Exam II – Chapters 4-8 and Assigned Articles</b>  Performance Evaluation	<b>Exam</b>  Chapter 9
11/9	11	Performance Rewards  Labor Demographics	Chapter 10 and  <b>Educational Attainment in the United States</b> - US Census Bureau
11/16	12	Career-based Incentives  Forecasted Trends in Labor and Production	Chapter 11 and  <b>Industry Employment and Output Projections to 2026</b> - Bureau of Labor Statistics
<b>Thanksgiving Recess – No Live Conference on November 25</b>			
11/30	13	<b>Team Presentations Conclude</b>  Forecasted Trends in Labor and Production (Cont.)	<b>Industry Employment and Output Projections to 2026</b> - Bureau of Labor Statistics
12/7	14	Options and Executive Pay	Chapter 12
12/14	15	<b>Exam III – Chapters 9-12 and Assigned Articles</b>	<b>Exam</b>

\* Plus other articles as assigned

### **Academic Integrity**

We in the School of Management and Labor Relations take academic integrity very seriously. Violations include: cheating, fabrication, plagiarism, denying others access to information or material, and facilitating violations of academic integrity. Please consult the university's Academic Integrity Policy summarizes the student's obligations below.

<http://academicintegrity.rutgers.edu/academic-integrity-policy/>

### **Special Needs Accommodations**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines.>

If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the [Registration form](https://webapps.rutgers.edu/student-ods/forms/registration) (<https://webapps.rutgers.edu/student-ods/forms/registration>).

**Module 1 begins on September 1.** During each weekly module, you will complete the following course components:

**Live Conferences/Virtual Office Hours – Wednesdays from 6:15 pm to 7:15 pm US Eastern Daylight Time** – We will discuss the weekly module concepts, calculations and problems. **These sessions are not required but are highly recommended to review the course material and ask questions.** You will use the Big Blue Button conference feature in Canvas to access these conferences, which will also be recorded and posted on our course site.

**Pre-recorded Class Lectures** – Weekly pre-recorded video lectures posted each week for you to view and help you learn the course material one module per week.

**Assignments (Graded)** - Weekly assignment on module material that needs to be submitted as directed in text box or dropbox.

**Discussions (Graded)** - Asynchronous discussion board among the students and me based on four questions on the weekly material. Students post responses and interact with others through a virtual discussion board.

**Quizzes (Graded)** – Weekly check on terms, concepts and calculations from the weekly modules.

**Team Project (Graded)** - You will need to continue to work in your teams virtually. To help you connect, you can also use **Big Blue Button** to help you meet and present. You should collaborate with your project team members using the Canvas project teams set up for you under People. (Teams will be set up in third week of class.)