

## **Jung ook KIM**

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### **Organizational Design and Structure**

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**Fall 2017**

Class: Mondays 6:00 – 8:40, Freehold WMHEC 309

Office Hours: By appointment only

### **Course Goals**

The goal of this course is to help:

Understand the historical changes in production system from craft production to mass manufacturing and to post mass production system; understand the roles of competition, innovation, inertia, and labor-management conflict-collaboration on designing and innovating organizational structure; understand the details of the HPWS and its impact; understand the major theories of organizational and production system design; understand how employee roles have changed regarding designing the production systems and organizational structures and productivity; understand various employee voice arrangements, and; think academically and practically about how organizational structures and production systems will change in the future.

### **Requirements**

This course will have a seminar format, including a combination of lectures, case studies, and discussion. All students are expected to attend each class prepared to discuss the readings. Final grades will be based 1/3 on class participation & assignments, 1/3 on a mid-term exam, and 1/3 on a final exam.

## Class Participation

This class will be conducted seminar style and class participation is essential. You must read and think about the material before the seminar and be prepared to participate actively in small group and entire class discussions. Your contribution will be evaluated on a scale from minimally adequate to truly exceptional, based on the quality, thoughtfulness, and frequency of your contributions to class discussions.

Your participation grade will also be based on:

**1. Discussion Leadership** - Each student is required to sign up for one week of the semester. All students choosing a particular week will facilitate a small group discussion that will include preparing a list of discussion questions and summarizing the main issues and arguments for that week including integration with readings and discussion from previous classes.

**2. Weekly Written Questions/Summaries** - As part of class participation students are required to write short 1- 2 page papers answering questions about each week's reading, summarizing the main ideas and arguments from the readings each week, and writing about how they relate to previous readings/arguments and the course theme. You may include multiple readings in your summaries (you don't need 1-2 pages for each reading), but be clear and reference the readings and authors you are discussing in each section of your paper. Papers are due at the beginning of class. If a student is unable to attend class the paper must still be submitted.

*Avoid plagiarism or other violations of academic integrity! Your written questions will be submitted to "Turnitin.com" to insure that your answers are yours alone – not answers from another student, from the web, or another source. Be careful not to "copy" phrases or sentences excessively from the readings. The goal is to put the ideas into your own words!*

### *Norms*

- Read and think about all of the assigned readings before each class.
- Please participate actively, thoughtfully, and respectfully – listen and engage appropriately.
- Please be ready to begin class on time. Some lateness is inevitable but it is disruptive so please keep it to a minimum.
- Please minimize absences – this is a seminar that depends on participation. If you must miss class please call or email me in advance.
- Please turn in the exams when they are due.
- Please turn off cell phones during class time. You may use personal computers but only for class work – not for checking email or social media.

## Logistics & requirements

### *Course materials*

- Readings and all other course materials will be available on the course's Sakai site.

### *Assignments and assessment*

- Weekly assignments will consist of readings and writing.
- All readings will be posted on Sakai; there is no textbook.
- All the writing tasks will be individual submissions.
- You may submit assignments up to one week late *only* if you have received advance permission from me. Some credit will be deducted.
- You will be a member of two different discussion teams during the course. Further details will be announced in class.

### *Grades*

- Grades will be based  $\frac{1}{3}$  on weekly assignments;  $\frac{1}{3}$  on the two group projects (weighted for your individual contribution); and  $\frac{1}{3}$  on the quizzes. I will also consider in-class participation as a factor in the final grade.
- Most grading will be on a 4-point scale: 4 is roughly equivalent to an A, 3 to a B, and so on.

### *Attendance*

- **If you expect to miss a class, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email will be automatically sent to me.**
- **If you expect to be absent more than twice, you *must* communicate with me as soon as possible** in person or by email. I will try to work out a solution, but only if I know about it in a timely manner.
- I will excuse absences for good cause. **I will *not* accept explanations that are not timely.**
- More than two unexcused absences may lead to lowered letter grade.

### *Lateness*

- You are expected to arrive on time and to stay until the end. If you expect to be late, let me know in advance if possible.
- Two unexcused late arrivals will be marked as one absence. Students who leave early without excuse will be marked absent for the entire class.

### *Communication with the instructor*

- **I am open and available for discussion about any subject that affects your education.**
- Since I do not have office hour in this building, I am available at any time by email, and in person before and after class.
- Rarely, there can be logistical breakdowns I don't know about – Sakai may be down, or I may forget to post an assignment or a reminder, or a requirement may be unclear, etc. Please be sure to let me know when you encounter such problems; I will try to fix them immediately.

### *Miscellaneous*

- The main email addresses for this course is [jungook.kim@rutgers.edu](mailto:jungook.kim@rutgers.edu)
- All written homework should be submitted on Sakai.

### *Honor Code and Academic Integrity:*

Academic integrity is central to University life. Violations will get you in a lot of trouble. There's [a long University document](#) as well as [other resources](#) on academic integrity, but it boils down to this:

- **You must cite all material that is drawn from others**, including other students or professors as well as published sources.
- **Direct quotations must be identified by quotation marks *even if they're cited***. Don't cut and paste from the Internet without putting it in quotes! This trips up some students, and can be serious.

I am not very concerned with the exact form of your citation, as long as you make clear where a quote or passage came from.

- Studying together is encouraged; but **if answers from different students are the same or nearly the same it will be considered cheating**. You should discuss the issues but not discuss detailed answers with each other.
- Exams and papers will be submitted to Turnitin.com for comparison with others in this course, as well as with past exams from this course and with paper-writing services, other publications, and web sources.
- The Rutgers academic integrity policy can be accessed at this link:  
[http://studentconduct.rutgers.edu/files/documents/AI\\_Policy\\_9\\_01\\_2011.pdf](http://studentconduct.rutgers.edu/files/documents/AI_Policy_9_01_2011.pdf)

### ***Student Learning Objectives***

Labor Studies and Employment Relations Department:

- Work productively in teams, in social networks, and on an individual basis (Goal 13).

School of Management and Labor Relations:

- Demonstrate an ability to interact with and influence others in a professional manner, and to effectively present ideas and recommendations (Goal VII).

Upon successful completion of this course, students will be able to:

### ***Disability services***

From the Office of Disability Services:

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 on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

**The reading list is subject to change throughout the semester.**

Sep. 11	<p><b>Introduction</b> Video: Modern Times</p>	
Sep. 18	<p><b>The Division of Labor and Scientific Management</b> Adam Smith, <u>The Wealth of Nations</u>, Ch. 1 Frederick Taylor, <u>Scientific Management</u>, pp. 39-73.</p>	
Sep. 25	<p><b>Globalization of National Economies and the Crisis of Mass Production</b> Osterman, Kochan, Locke, &amp; Piore, <u>Working in America</u>, Ch. 1 Womack et al. <u>The Machine That Changed the World</u>, Ch. 2 Optional: Piore &amp; Sabel, <u>The Second Industrial Divide</u>, pp.3-48 Group Process Exercise</p>	
Oct. 2	<p><b>The US Auto Industry and the Rise of Lean Production</b> Womack et al. <u>The Machine That Changed the World</u>, Ch. 3 &amp; 4. Parker et al. <u>Choosing Sides: Unions and the Team Concept</u>. Optional: MacDuffie, John Paul. <u>Human Resource Bundles and Manufacturing Performance: Organizational Logic and Flexible Production Systems in the World Auto Industry</u></p>	
Oct. 9	<p><b>Socio-Technical Systems</b> Trist, <u>The Evolution of Socio-Technical Systems</u> Walton, <u>From Control to Commitment in the Workplace</u> Case: HBS – <u>Lakeville Chemical</u> Documentary: Lou Davis and STS</p>	
Oct. 16	<p><b>Quality Management and Technology</b> Adler, Paul. <u>Time and Motion Regained</u> Grant et al. <u>TQM's Challenge to Management Theory &amp; Practice</u> Case Study: HBR – <u>Tiger Creek</u></p>	
Oct. 23	<p><b>Mid-Term Exam</b></p>	
Oct. 30	<p><b>Industrial Democracy: Participation and Representation</b> Lichtenstein &amp; Harris. <u>Introduction: A Century of Industrial Democracy in America</u>, in <u>Industrial Democracy in America: The Ambiguous Promise</u>, p. 1-19 Kiloh. <u>Industrial Democracy</u>, in <u>New Forms of Democracy</u>, p. 14-50 Pateman. <u>Participation and Democratic Theory</u> Freeman &amp; Rogers. <u>What Workers Want</u>.</p>	
Nov. 6	<p><b>Stakeholders Organizations and Governance Arrangements</b> Rubinstein &amp; Kochan. <u>Learning From Saturn</u>. Chapters 1, 3 and 6. Optional: Kochan &amp; Rubinstein. <u>Toward a Stakeholder Theory of the Firm: The Saturn Partnership</u> Optional: Rubinstein. <u>The Impact of Co-Management on Quality Performance: The Case of the Saturn Corporation</u> Case: Saturn</p>	
Nov. 13	<p><b>Network Organization</b> Nitin Nohria. <u>Note on Organization Structure</u> Lowell L. Bryan &amp; Claudia Joyce. <u>The 21<sup>st</sup> Century Organization</u> Nitin Nohria &amp; Robert Eccles (eds.), <u>Networks and Organizations: Structure, Form, and Action</u> Rubinstein &amp; Eaton. <u>The Effects of High Involvement Work Systems on employee and union-management communication</u>. Cases: Continental Airlines, Bristol-Myers Squibb, NJ Hospitals. Apple vs. MS</p>	

Nov. 20	<b>Knowledge Work</b> Rubinstein & McCarthy. <u>Public School Reform through Union-Management Collaboration</u> Case: Public School Reform	
Nov. 27	<b>Co-Determination and Works Councils in Europe</b> Rogers & Streeck. <u>Workplace Representation Overseas: The Works Councils Story</u> Frege. <u>The Discourse of Industrial Democracy: Germany and the US revisited</u> Case: HBS - Hobbema	
Dec. 4	<b>Diffusion and Work in the 21<sup>st</sup> Century</b> Pil, Frits, & John Paul MacDuffie. <u>The Adoption of High Involvement Work Practices</u> Ichniowski, Casey, Thomas Kochan, David Levine, Craig Olson, & George Strauss. <u>What Works at Work: Overview and Assessment</u> Karoly, Lynn & Constantijn Panis. <u>The 21<sup>st</sup> Century at Work</u>	
Dec. 11	<b>Closing</b>	
Dec. 18	<b>Final-Term Exam</b>	