

School of Labor and Employment Relations
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Work, Family & Organizations (Spring 2020)

LER 590 WFO
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Thursday, 11:00-1:50, Room 53 LER
Office Hours: by appointment
Office: 247E LER

Course Description

The goal of this course is to provide you with an introduction to the interface of work and family in organizations. We will focus on four related topics: (1) historical perspective on families, women, and men in the workplace; (2) individual employees and their families, how they experience work and family/life conflict and how they can achieve balance between work and family life; (3) organizations and the work-family benefits and policies they provide (or not), their usefulness for employees and the benefits they might provide for the employer; and (4) the changing definition/perception of family and issues related to gender and equity in the workplace.

The class will include lectures, guest speakers, class discussions, exercises, and films. You will be graded based on your performance on one exam, class participation, individual presentations, short papers, and team project.

Reading

I will assign weekly reading. All reading materials will be available online or in the library. I will also assign case studies from Harvard Business Review that can be accessed, for pay, online.

Student Evaluation and Grading Scale

2 discussion papers	32%
Class attendance	14%
<i>Active</i> class participation	24%
Hot Topic presentation submission	10%
Hot Topic presentation	20%

Grading Scale

A	96-100%
A-	92-95.9%
B+	89-91.9%
B	86-88.9%
B-	83-85.9%
C+	80-82.9%
C	77-79.9%
C-	73-76.9%
D+	70-72.9%
D	67-69.9%
D-	63-66.9%
F	Below 63%

Discussion Papers (32%)

You will complete two short discussion papers during the semester. *As a business professional*, you will have to form your opinion of issues and defend them orally and in writing. Two weeks in advance of the due date, I will hand out a brief description of the topic. There will be two parts to your paper. The first part is to put *your thoughts* on paper. In your paper, (a) take a position on the issue (for/against; pressing to the field/trivial), and (b) provide rationale for your position, **calling on outside sources to help substantiate your position (and referencing your resources)**. Your sources should come from the practitioner-oriented literature. Sources to consider are: major newspapers and periodicals (e.g., Wall Street Journal, New York Times, Financial Times, BusinessWeek, Fortune, etc.), and practitioner journals (e.g., Training and Development Journal, HR Magazine, Workspan, etc.). You are not limited to these resources.

You will receive the maximum credit if you defend your position with reason and substantiate your position with facts and ideas. You will receive half credit if you do not defend your position with logical defenses. You will receive no credit if you do not turn in your completed paper at the start of class. Keep in mind the following: Do not try to anticipate my position on issues. I am interested in your opinions as I'm sure your colleagues will feel the same way. I'm simply looking for you to be able to express your opinion and defend it as all competent professionals (regardless of field) must do!

Papers should be approximately **two pages long** (typed, double-spaced, 1" margins, Times New Roman 12-point font).

PAPERS SHOULD BE WRITTEN AS AN ORGANIZATIONAL MEMO

Papers should be submitted on Compass2g on the assigned date by 7:00pm. Not submitting your paper on time will result in a 20% deduction from the paper grade for each day (or part of the day) you were late.

Class Attendance (14%)

You are allowed to miss one class for any reason (sickness, interview, etc.). No excuse is needed but I will appreciate an email notice. Any missed class beyond the one allowed results in a 2-point deduction (no excuses).

Active Class Participation (24%)

You are expected to be **actively** involved in every class discussion and group activities. 12 points will be assigned to participation in class discussions (e.g., answering my discussion questions, asking questions, etc.) and 12 points will be assigned to active participation in group activities and class decorum.

Hot Topic Presentation (30%)

Each week about 4-5 students will present in 10 minutes a power point presentation that covers a news item they found that relates to work and family issues in organizations. Students will briefly (5 minutes) present what the news article they found and prepare 1-2 discussion questions for class (5 minutes).

Grading:

- Hot topic article and topic must be communicated by Thursday, a week before the class in which you are scheduled to present (5 points)
- PPT must be sent to me by Thursday at 7:00am the day of your presentation (5 points)
- Your presentation will be graded based on its quality and your ability to lead the discussion in class (20 points).

Additional Notes

I expect all members of this class to abide by the University's standards for academic integrity. Violations of this code, in the form of plagiarism, cheating on exams/quizzes, and the like, will be penalized according to the steps outlined in the UIUC Code of Policies and Regulations. Violations are relatively easy to spot. Don't risk it...it's not worth it.

Laptops, cell phones and texting during class are distracting to others and will not be allowed.

Please feel free to contact me directly with questions or concerns about how the course is going. I'm happy to hear your suggestions. If you require accommodation for a disability, please contact me ASAP to set up a private appointment to discuss your needs.

LER 590 WFO: Course Schedule and Reading Assignments

PART I: INTRODUCTION TO WORK & FAMILY

Week 1: January 23: Course Overview, Introduction to Work and Family in Organizations

Syllabus and class review

Historical review of families in the U.S. and the changing definition of family.

Week 2: January 30: Women, Men, Mothers, and Fathers at Work: Career and Well-Being

Are work-family/life issues of females different from those of males?

Are work-family/life issues of parents different from those of non-parents?

1. Gougisha, M., & Stout, A. (2007). We are Family. *HR Magazine*, 52, 117-121.
2. Dell'Antonia, K. J. (2013). Both men and women should 'uncover' family responsibility at work. *NY Times*, October 3 2013 http://parenting.blogs.nytimes.com/2013/10/03/both-men-and-women-cover-family-responsibilities-at-work/?_r=0
3. Sudakow, J. (2019). 4 ways working dads can make more time for family. *Harvard Business Review*. <https://hbr.org/2019/04/4-ways-working-dads-can-make-more-time-for-family>
4. Harrington, B., Van Deusen, F., & Humberd, B. (2011). The New Dad: Caring, Committed and Conflicted. *Boston college Center for Work & Family*. http://radioboston.wbur.org/files/2011/06/The-New-Dad-2011-embargoed-DRAFT-until-6_15.pdf (only need to skim)

Optional Readings:

1. Kanter, R.M. (1977). How the Gap Grew: Some Historical and Sociological Speculations. In Kanter, R.M. (Ed.). *Work and Family in the United States: A Critical Review and Agenda for Research and Policy*. New York: Russell Sage.
2. Bailyn, L. (1993). Chap. 1, Introduction: The World We Live In. In *Breaking the Mold: Women, Men, and Time in the New Corporate World*. New York: The Free Press.

***** Discussion Paper 1 available *****

Week 3: February 6: NO CLASS

Week 4: February 13: Dual-Career Couples and Division of Labor

What happens when both spouses work? Is there less or more conflict between work and life/family?

1. Belkin, L (2011). Motherlode: Equal Workloads for Husbands and Wives. *NY Times*, July 25, 2011. <http://parenting.blogs.nytimes.com/2011/07/25/equal-workloads-for-husbands-and-wives/?emc=eta1>

2. Hammer, L. B., Allen, E., & Grigsby, T. D. (1997). Work-Family conflict in Dual-Earner Couples: Within Individual and Crossover Effects of Work and Family. *Journal of Vocational Behavior*, 60, 185-203. (SKIM) **You do not have to read the Methods and Results sections.**
3. Hewlett, S. A. (2002). Executive women and the myth of having it all. *Harvard Business Review*, April.
4. Listen to the podcast or read:
Friedman, S. D. (2014). Is work-family conflict reaching a tipping point? *Harvard Business Review*. <https://hbr.org/2014/03/is-work-family-conflict-reaching-a-tipping-point>

PART II: WORK-FAMILY CONFLICT

Week 5: February 20: Work-Family/Life Conflict – Definition, Causes, and consequences

What is work-family conflict (WFC) what is family-work conflict (FWC)? How to measure them? Do you feel you have conflict between different domains in your life (work, school, family, leisure, friends...)?

1. Greenhaus, J., & Beutell, N.J. (1985). Sources of conflict between work and family roles. *Academy of Management Review*, 10, 76-88.
2. Kelly, E. L. et al. (2008). Getting there from here: Research on the effects of work-family conflict and business outcomes. *Academy of Management Annals*, 305-349
3. Seligson, H. (2012). When the work-life scales are unequal. NY Times, Sep. 1, 2012. <http://www.nytimes.com/2012/09/02/business/straightening-out-the-work-life-balance.html?pagewanted=all& r=0>

Optional Reading:

Frone, M. R., Russell, M., & Cooper, M. L. (1992). Antecedents and outcomes of work-family conflict: Testing a model of the work-family interface. *Journal of Applied Psychology*, 77, 65-78.

***** Discussion Paper 1 DUE *****

***** Discussion Paper 2 available *****

PART III: FAMILY FRIENDLY ORGANIZATIONAL POLICIES AND BENEFITS

Week 6: February 27: Family Friendly Policies & Benefits: Organizational Motives

What do organizations offer? When does it work? (Short answer: no one really knows). Do all organizations need to offer family-friendly policies? Is there a backlash from employees with lower family demands? Does it matter?

1. Lackey, S. (2008). Children don't move easily. *HR Magazine*, 53, 117-122.
2. Kossek, E. E., & Friede, A. (2005). The business case: Managerial perspectives on work and the family. <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.564.8130&rep=rep1&type=pdf>

3. McCord, P. (2014). How Netflix reinvented HR. *Harvard Business Review*.
http://hbr.org/2014/01/how-netflix-reinvented-hr/ar/1?goback=.gde_86154_member_5822058177071439873&utm_source=Members&utm_campaign=b5ef5c4ccc-RSS_EMAIL_CAMPAIGN&utm_medium=email&utm_term=0_a79b9ce96e-b5ef5c4ccc-22097153
4. Sarkis, S. (2019). How work-life employee benefits can actually save you money. *Forbes Magazine*. <https://www.forbes.com/sites/stephaniesarkis/2019/05/12/why-work-life-employee-benefits-actually-save-you-money/#12ffdcf61104>

PART IV: FAMILY SUPPORTIVE WORK ENVIROMENTS

Week 7: March 5: Family Supportive Work Environments

How can organizations foster a family-friendly organization that works (works for both employees and the employer (\$\$\$)?

1. Allen, T. D. (2001). Family-supportive work environments: The role of organizational perceptions. *Journal of Vocational Behavior*, 58, 414-435.
2. Erickson, T. J., & Gratton, L. (2007). What it Means to Work Here. *Harvard Business Review*, March.
3. Miller, S. (2019). Employers boost benefits to win and keep top talent. SHRM.
<https://www.shrm.org/resourcesandtools/hr-topics/benefits/pages/employers-boost-benefits-to-win-and-keep-talent.aspx>

***** Discussion Paper 2 DUE *****

Week 8: March 12: Work-Family Balance and Facilitation

Can work and family/life enhance and enrich each other and not just conflict?

1. Greenhaus, J. H., & Powell, G. N. (2006). When work and family are allies: A theory of work-family enrichment. *Academy of Management Review*, 31, 72-92.
2. Beard, A. (2011). Surviving Twin Challenges – at Home and at Work, *Harvard Business Review*, Jan-Feb, 164-166.

Optional Reading:

1. Barnett, R. C., & Hyde, J. S. (2001). Women, men, work and family: An expansionist theory. *American Psychologist*, 56, 781-796.