



COURSE NUMBER: Management 3305 – Fall 2017

COURSE TITLE: Human Capital Sustainability

DESCRIPTION: Examining managerial challenges associated with employee relations using concepts drawn from human resource management, labor relations, organizational behavior, and entrepreneurship. Focus on balancing economic efficiency with employee equity and voice. How market forces, collective bargaining, public policy, negotiations, and globalization affect sustainable employment relationships. There are no prerequisites.

CONTACT HOURS: Monday/Wednesday 4:30-7:00pm

PROFESSOR: Patrick McHugh, Associate Professor of Management
Office Hours: Tuesday 1:00-2:30pm and by appointment (315G Fungler Hall)
Phone/E-mail: 202-994-3712/mchughp@gwu.edu

CREDIT HOURS: Students will spend 5 hours per week in class. Over the semester, students spend 45 hours in instructional time and 85 hours preparing for class. Instructional time includes discussions, guest speakers, site visits, and experiential activities.

LEARNING OBJECTIVES:

1. Gain knowledge of concepts/frameworks from human resource management, organizational behavior, labor relations, and entrepreneurship to understand and enhance human capital sustainability
2. Apply concepts/frameworks to human capital challenges through exercises, cases and projects.
3. Develop skills analyzing human capital sustainability problems and shaping solutions.
4. Develop negotiation skills applicable to the human capital context.

BRIEF OVERVIEW:

Sustainability has primarily focused on the impact organizations have on the physical environment. Organizations also have a profound influence on employees and the social environment. Management decisions often have a direct impact on employee well-being (e.g. stress, job/life satisfaction, physical and mental health). This course examines the managerial challenges associated with balancing economic efficiency with employee equity and voice – in other words, the sustainability of human capital. Human capital sustainability will be the criterion used to evaluate management decisions. Drawing on a variety of sectors (e.g., consulting, sports, retail, hospitality, “gig economy”, financial services, and entrepreneurial ventures) students will examine how markets, public policy, and collective bargaining influence management decisions. Topics will include the role of negotiations in resolving conflict, mechanisms for employee voice, managing to enhance human capital sustainability, the relationship that public policy, entrepreneurship, and globalization have on sustainable employment relationships.

READINGS & MATERIALS:

1. Human Capital Sustainability (HCS) – Custom Published, McGraw Hill. (only through GW bookstore).¹
2. Class Handouts Available in Blackboard (BB). BB ER (electronic reserve); BB P (projects)
3. New York Times and other print media outlets through the GW Gelman library system.

¹ GW bookstore has moved all course materials, including ALL required and recommended textbooks, to only be available online at GWShops.com. Therefore, students will NOT be able to purchase books on campus the day of classes.

ASSIGNMENTS AND GRADING:

20.0% of grade --- 40 pts.	Discussion Questions
10.0% of grade --- 20 pts.	Class Engagement
10.0% of grade --- 20 pts.	Take Home Quiz
10.0% of grade --- 20 pts.	“How I Built This” Reaction Paper
10.0% of grade --- 20 pts.	Music Project
15.0% of grade --- 30 pts.	Negotiations Exercise
25.0% of grade --- 50 pts.	Final Examination

186 points or higher (93%)	= A	155-159 points (above 77%)	= C+
180-185 points (above 90%)	= A-	150-154 points (above 75%)	= C
175-179 points (above 87%)	= B+	140-149 points (above 70%)	= C-
168-174 points (above 84%)	= B	120-139 points (above 60%)	= D
160-167 points (above 80%)	= B-	000-119 points (below 60%)	= F

CORE PRINCIPLE: *“Learning is not a spectator sport. Students do not learn much just by sitting in class and listening to teachers, memorizing..., and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn a part of themselves.”²*

Discussion Questions: Study questions are assigned for each class session. A sign-up sheet is circulated at the start of each session. When signed, you are indicating that you are prepared for the assignment and may be called on. At minimum, you must be able to tell the class where you diligently searched for an answer. Do not wait until the end of the class to sign the sheet. If late for class, but prepared to answer the study questions, please sign the sheet when you arrive.

You may refrain from signing the sheet 2 times throughout the term without an adverse effect on your grade. If you do not sign the sheet 3 times your class discussion points will decrease to 37.5, and so on as indicated below. If I feel that your answers are inadequate (e.g. “I didn’t do that one.” or “I couldn’t find that one.”), then you will not be given credit for signing the sheet. If you are unsure whether you are answering the questions adequately, or concerned about the status of the discussion question portion of your grade, please talk with me about it. Do not wait until the end of the semester.

2 or less = 40	5 times = 34	8 times = 28	11 times = 23	14 times = 15
3 times = 37.5	6 times = 32	9 times = 27	12 times = 22	15 times = 10
4 times = 36	7 times = 30	10 times = 25	13 times = 20	16 times = 00

The **only** recognized excuse for not signing the study question discussion sheet includes a major illness involving you, a family member, or close friend. If a health issue arises, contact me quickly so that I am informed of your circumstances.

Class Engagement: This is the instructor's subjective judgment of student engagement during class sessions. Did the student:

- Add to the learning experience of the class, as well as contributing and taking leadership roles during class exercises?
- Adhere to the social contract contained in the syllabus?
- Consistently make quality contributions to class discussion?
- Asking engaging and class-related questions of guest speakers?
- Avoid unprofessional behavior (cell phone use, texting, leaving the room in the middle of a class session, looking at laptops during guest speaker presentations, treating others with a lack of respect).

² A. Chickering and Z. Gamson. 1987. Seven Principles for Good Practice in Undergraduate Education. American Association of Higher Education Bulletin, March, pp. 3-7.

The following table may be helpful in terms of thinking about various behaviors and the instructor’s assessment of your class engagement:

Rating	Behaviors
Excellent	Comes to class prepared; contributes to discussion but does not dominate it; makes thoughtful contributions that advance the discussion adding to class learning; shows interest and respect for others’ views; participates actively in groups; taking on leadership roles and encouraging peers to play this role
Very Good	Comes to class prepared; makes thoughtful comments when called upon; contributes without prompting; shows interest in and respect for others’ views; participates actively in groups
Good	Comes to class prepared; contributes occasionally without prompting; shows interest in discussion; listening attentively and taking notes; participates in groups
Fair	Mostly prepared; participates when called upon; participates but talks too much making tangential contributions; interrupts others; participates in groups; occasionally distracted by technology
Poor	Not prepared; does not contribute to discussion voluntarily or when called on; does not participate in groups; may listen, but fails to contribute due to lack of preparation; consistently distracted by technology
Very Poor	Not prepared; disrupts class discussion by being rude to others (arriving late to class; chatting with classmates, getting up and leaving room during discussion), or passively by appearing distracted; bored or sleepy; focused on technology

Quiz and Final Exam:

They may consist of short answer; fill in the blank, true/false, short essay, multiple choice, and case analysis questions. The final will be comprehensive. In order to have success on the quiz and exam, **I suggest taking good notes (more on note taking later in the syllabus)**, preparing the study questions, carefully reading assigned material, and discussing material with classmates. All students are required to take the quiz and exam during the prescribed date/time.

The quiz will be take home, and *may be completed either on an individual basis, or in a group (the group maximum size is four students)*. *Whether you complete the quiz individually or in a group is up to you*. If you decide to complete the quiz as a group, all members of the group will receive the same grade. Quiz dates and deadlines are identified in the class schedule. Completed quizzes must be typed and either sent electronically to the instructor (mchughp@gwu.edu) or deliver a hard copy to the instructor’s mailbox in Fungler 315.

Quiz – No make-up quiz will be offered. Each student will have the option of keeping or dropping the quiz. For those students electing to drop the quiz, their final exam will be worth 70 points (35 percent of the course grade). **After students have made their choice of whether to keep or drop their quiz grade, that decision is final.**

Final Exam – The final exam is an individual assignment. The final exam date and time are not negotiable.

Negotiations Exercise:

On November 8, we will review the negotiations exercise. I will hand out background information and explain the specifics of the exercise. One class period, November 13th will be devoted to this exercise. **You are hereby notified in advance that you will need to be available for your team from November 8 through November 13th (SEE ME TODAY IF THIS IS A PROBLEM!!)**. The grade for this exercise will be based on a combination of my observations, your negotiations plan, your performance given your role, and a group assessment. The key to this and to any bargaining negotiation is preparation.

Music Project:

In this course, you will be exposed to four different “schools of thought” regarding the employment relationship: 1) Mainstream Economics School; 2) Human Resource Management School; 3) Industrial Relations School; and 4) Critical Industrial Relations School. You will be assigned to a group. Your group must identify a song that best represents each school of thought – for a total of four songs. In a 2-4 page paper, identify why each of the songs you have chosen exemplify a particular school of thought. You must include the artist, name of song, and the lyrics for each of the four songs you have chosen. This is a group assignment; therefore, all members of the group will receive the same grade.

“How I Built This” Reaction Paper: This paper can be completed individually or in a group (max group size 4 members). Select one of the NPR podcasts “How I Built This” ---- In a 2-4 page paper, answer the following

questions: a) What is the company or organization? b) Who is the founder/entrepreneur (interviewee)? c) What good or service does the company or organization provide? d) What role does human capital play for this organization – is it important? If yes, why? If no, why not? e) Does the interviewee identify human capital as a key to organizational success? f) What are the human capital challenges for this organization – using the lens of balancing efficiency, equity, and voice? Why? (Be sure to draw on course material when appropriate).

THE SOCIAL CONTRACT FOR THE COURSE:

1. **Class Format & Preparation:** I will expect that you will come to class ready to share your ideas. Have respect for each other (one person speaks at a time). One element of this respect is not disrupting class sessions by arriving late to class, leaving and returning to the classroom during the class session, or leaving the class early. We will be having a 10 minute break during the class sessions. *If you have circumstances that warrant an excuse from this policy, please discuss it with me as soon as possible.*

2. **Academic Integrity:** *Any form of academic dishonesty will result in a failing course grade and any other academic sanctions allowed for in the Academic Integrity Code (<http://www.gwu.edu/~ntegrity/code.html>).* Students are responsible for knowing what acts constitute academic dishonesty. In this course, I will be particularly focused on plagiarism --- claiming someone else's work as your own. The code of academic integrity applies to all courses in the George Washington School of Business. Please become familiar with the code. All students are expected to maintain the highest level of academic integrity throughout the course of the semester.

3. **Late work is not acceptable:** Late assignments will be marked down by 25% each 24 hour period the work is overdue. Keep back-up copies of documents and don't blame printers for late assignments.

4. **Assignment Standards:** All assignments to be handed in must be typed double-spaced (12-point font). While I am primarily interested in the content of your assignments, I am also interested in the quality of your writing (e.g., page numbering, complete sentences, ordered thoughts, spelling, and proper referencing).

5. **References and Citations:** When citing the textbook, use the following – (Textbook, Page# ____). When citing class lecture or notes – (Class, Date/Class Session _____). For other citations, use APA Style: <https://owl.english.purdue.edu/owl/resource/560/01/>

6. **Religious and Disability Accommodation:** Religious accommodation only refers to the day or days of the observance of a holiday. For example, if a religious holiday falls on Tuesday, then you are not excused from M/W class obligations (even if you are traveling on M/W). You must let the instructor know before the end of the second session when you will require a religious accommodation. *Note that religious accommodation is already built into the Discussion Questions element of the course.* If you will miss more than two class sessions because of religious observances, then you must speak with me before the end of the second class session.

Any student who may need an accommodation based on the potential impact of a disability should contact the Disability Support Services office at 202-994-8250 in the Rome Hall, Suite 102, to establish eligibility and to coordinate reasonable accommodations. Once eligibility is established, contact me privately to discuss specific needs. For additional information please refer to: gwired.gwu.edu/dss/.

7. Mental Health Services:

The University's Mental Health Services offer 24/7 assistance and referral to address students' personal, social, career, and study skills problems. Services for students include: crisis and emergency mental health consultations confidential assessment, counseling services (individual and small group), and referrals. Contact them at 202-994-5300, or check out the website <https://healthcenter.gwu.edu/mental-health>.

8. **Grade Appeals:** If you believe you deserve a higher grade on an assignment, please write down your concerns and send them to me within 72 hours of receipt of the grade in question. I will review your written request and give you a written response.

9. Laptops/Cell Phones: Turn off cell-phones and put them away. Students do have permission to use their laptops **for note-taking purposes ONLY.** *The instructor reserves the right to “cold call” students that are using their laptop during class sessions.* *Be careful of your laptop use when we have guest speakers – if you are jotting down notes, fine.* If you are doing other things, that is extremely rude and will negatively impact your class engagement score.

10. Taking Notes: Success on the quiz and the final exam will depend, in part, on how effectively you take notes. I will provide outlines of lecture notes for each class session. Most of these outlines will be posted in blackboard. Note that these are just “outlines” and require you to fill-in and add information to the outline. The instructor will not post “completed” notes. If you miss a class session, please ask a classmate if they would be willing to share their notes. If you need clarification regarding class notes (for example, something is confusing or you missed a point during the class lecture), set up a time so that we can discuss this at my office (or if it is quick clarification – after class). Also, feel free to ask questions or ask me to slow down during class lecture as you build your class notes.

11. Key Success Factors: A) Read the assigned material and answer the study questions (the study questions are intended to guide your reading). B) Take good notes. C) Engage in class discussion – be active, not passive. D) When completing the quiz and the final exam, make a strong effort to make linkages to class material, readings, and guest speakers. E) See me if you are having problems – don’t wait until the end of the course!

12. Letters of recommendation:

I am unable to write a letter of recommendation for any student who has not completed one of my classes. It is difficult to write a strong letter for a student not receiving a B+ or better in my class.

13. Emergency Preparedness and Response: To report an emergency or other suspicious activities call the University Policy Department at 202-994-6111. If the line is unavailable dial 911. An evacuation will be considered if the building we are in is affected or we need to move to a location of greater safety. We will always evacuate if the fire alarm sounds. In the event of an evacuation, please gather your personal belongings and proceed to the nearest exit. Do not use the elevator. Once we have evacuated the building, proceed to our primary rendezvous location (Smith Center). In the event that this location is unavailable, we will meet at (Wellness Center). Additional information about emergency preparedness and response at GW can be found at <http://campusadvisories.gwu.edu> or by calling the GW Information Line at 202-994-5050. **Violence/Active Shooter:** Quickly determine the most reasonable way to protect your own life. Remember that others are likely to follow your actions during an active shooter situation. If an active shooter is in your vicinity: a) call GWP or 911; b) if evacuation is not possible, hide in a concealed space; c) lock and barricade the door; d) turn off the lights; e) stay quiet and silence your cell phone; f) wait for law enforcement; g) if aggressor enters the room, fight back.

COURSE SCHEDULE:

The schedule is subject to change. I **will** add/delete readings, guest lecturers, site visits, or films as the term progresses. You are responsible for keeping informed of changes in the syllabus and due dates.

The Employment Relationship and Sustainability: Underlying Assumptions

01. August 28
- Pfeffer, J. (2010). Building Sustainable Organizations: The Human Factor. *Academy of Management Perspectives*, 24(1), 34-45 (BB P)
 - Friedman, M. (1970). The Social Responsibility of Business is to Increase its Profits. *The New York Times Magazine*, September 13 (BB P)
 - HCS (Contemporary Labor Relations, pp. 28-35) – (BB P)
 - **Extra Credit Quiz**
02. August 30
- HCS (Schools of Thought About the Employment Relationship; pp. 52-75)
 - Video “I am a Man: Dr. King and the Memphis Sanitation Strike” (**in class**)
 - **Class Discussion sheet begins**

The Employment Relationship and Human Capital Sustainability: Historical Perspective

03. September 6
- HCS (Historical Development, pp. 89-122)
 - Video: “League of Denial” (2013), *Frontline PBS*: <http://www.pbs.org/wgbh/pages/frontline/league-of-denial/> (Note: This is a 2-hour video)
 - Film: “Matewan” (in class) / Matewan Synopsis (BB P)
04. September 11
- HCS (The Legal Environment, pp. 132-142)
 - Standing (2014). The Precariat. *Contexts*, 13(4), pp. 10-12. (BB P)
 - Standing (2016). It is Rigged... We Must Revolt. *Working Class Perspectives*, Nov. 1 (BB P)
 - Manjoo, F. (2015). Uber’s Business Model Could Change Your Work. *New York Times*, January 28.
 - Monbiot, G. (2016). Neoliberalism – the ideology at the root of all our problems. *The Guardian*, April 15 (BB P)
05. September 13
- HCS (The Legal Environment, pp. 142-161)
 - Rauch, J. (2017). The conservative case for unions. *The Atlantic*, July/August (BB P)
 - Representation without Paying --- Owensboro Letters (BB P)
 - Tritch, T. (2013). No right to know your rights. *New York Times*, May 9
- Quiz**
- **Distributed on September 14 – Due September 17 (before 5:00pm – mchughp@gwu.edu or Funger 315 mailbox)**

Employee Collective Action & Management Response

06. September 18
- HCS (Organizing, pp. 180-207)
 - Bachman, J. (2014). Airline merger pushed JetBlue’s pilots... *Business Week*, April 22. (BB P)
 - Case: Rivers Casino (in class exercise)
07. September 20
- Berfeld, S. (2015). How Walmart Keeps an Eye on Its Massive Workforce. *Bloomberg Businessweek*, November 24 <https://www.bloomberg.com/features/2015-walmart-union-surveillance/>
 - DePillis, L. (2014). In Advance of Union Election, Capital Bikeshare Worker Fired for Organizing, *Washington Post*, November 26 (BB P).
 - Case: Jimmy Johns (BB P)
 - Greenhouse (2014). Florida Tomato Fields, a Penny Buys Progress. *New York Times*, April 24.
 - DPE Fact Sheet (2016). The Misclassification of Employees as Independent Contractors (BB P)
 - Case: GW Resident Advisors (BB P).
- Music Project**
- **Due October 15 (before 5pm, electronic copy only mchughp@gwu.edu)**

Negotiations: Structure, Strategy and Managing Conflict

08. November 6 - HCS (Bargaining, pp. 222-243)
- Malhotra, D. (2014). 15 Rules for Negotiating a Job Offer. *Harvard Business Review*, April.
- Case: Uncovering the Hidden Cameras (in class)
- Exercise: Bargaining Simulation (in class)
09. November 8 - HCS (Impasses and Dispute Resolution, pp. 256-269; 275-283)
- Kochan, T. et al. (2013). The Human Capital Dimensions of Sustainable Investment: What Investment Analysts Need to Know. *Center for Economic and Policy Research*, Working Paper, February.
- Guest Speaker – Steve Sleight
- **Set up Teams for Negotiation Exercise**
10. November 13 - **Negotiations Exercise**
- **Target and Resistance Points Due for Negotiation Exercise**
- **Final Agreement Due / Self-Peer Evaluation Forms Due**
11. November 15 - Stone & Colvin (2015) The Arbitration Epidemic, *EPI Briefing Paper* (BB P).
- Silver-Greenberg & Corkery (2016). Start-ups Embrace Arbitration to Settle Workplace Disputes. *New York Times*, May 14.
- Case: Fox News, Sexual Harassment, and Arbitration (BB P).
- Film: Final Offer (in class)

Management Practices and Employee Well-being: Pitfalls and Prospects

12. November 20 - Schwartz, T. & Porath, C. (2014). Why you hate work. *New York Times*, May 30.
- McGregor & Doshi, (2015). How Company Culture Shapes Employee Motivation. *Harvard Business Review*, November 25.
- Ton, Z. (2012). Why Good Jobs Are Good 4 Retailers. *Harvard Business Review*, January-February
- Irwin, N. (2016). How did Walmart Get Cleaner Stores and Higher Sales? It Paid Its People More. *New York Times*, October 15.
- November 22 - No Class Session, Thanksgiving Break
13. November 27 - Grant & Singh (2011). Problem with Financial Incentives. *Wharton* (BB P).
- Grant, A., Christianson, M., & Price, R. (2007). Happiness, Health, or Relationships? Managerial Practices and Employee Well-being Tradeoffs. *Academy of Management Perspectives*, August. (BB ER)
- Case: Changing Compensation in a French Bakery (BB P)

Emotional Labor: Tourism/Hospitality & Human Capital Sustainability

14. November 29 - Case: The Hotel (BB P)
- Off Campus Site Visit

Entrepreneurial Challenges: Narcissism, Social Benefit, and Psychological Safety

15. December 4
- HCS (The Double Bottom Line, pp. 1-10)
 - Personality Inventory (BB P)
 - Sapone, M. (2015) The On-demand Economy doesn't have to Imitate Uber to Win. *Quartz*, July 10. (BB P)
 - Maccoby, M. (2004). Narcissistic leaders: The inevitable pros, the inevitable cons. *Harvard Business Review*, January 92-101
 - Flaherty, C. (2016). New study says narcissistic students thrive under narcissistic professors, perpetuating toxic behavior. *Inside Higher Ed*, April 6 (BB P).
 - Duhigg, C. (2016). What Google Learned from Its Quest to Build the Perfect Team. *New York Times*, February, 25.
 - Wong J.C. (2017). Tesla factory workers reveal pain, injury and stress: "Everything feels like the future but us" *The Guardian*, May 18. (BB P)
 - Case: Uber (BB P)

Structural Barriers to Human Capital Sustainability: From College Athletes to Global Supply Chains

16. December 6
- Strauss, B. (2014). At Northwestern, a blitz... *New York Times*, April 23.
 - Nadkarni, R. (2015). Kain Kolter's Union Battle Cost Him More Than He Ever Expected. *Deadspin*, August 18, (BB P)
 - Hruby, P. (2016). Four Years a Student Athlete: The Racial Injustice of Big-time College Sports. *Sports Vice*, https://sports.vice.com/en_us/article/four-years-a-student-athlete-the-racial-injustice-of-big-time-college-sports
 - Weil, D. & Goldman, T. (2016). Labor standards, the fissured workplace, and the on-demand economy. *Perspectives on Work*, (20), 26-29. (BB P)
 - Frankel, T.C. (2016). The cobalt pipeline: Tracing the path from deadly hand-dug mines in Congo to consumers' phones and laptops. *Washington Post*, September 30. (BB P)
 - Guest Speaker (Todd Frankel)
17. December 11 - Review Session

"How I Built This"

Reaction Paper - Due December 12 (before 2:30pm – mchughp@gwu.edu or Fungler 315 mailbox)

THE FINAL EXAM DATE IS BASED ON THE FINAL EXAM SCHEDULE. FINAL EXAM WEEK IS DECEMBER 13 – DECEMBER 21.

Recommendations for Success

* The study questions are a guide. Discuss the questions with classmates, but be careful in terms of "sharing" your work. Remember the final exam is based on individual performance. Some current research suggests that studying with peers can be detrimental to your learning (see for example the book "Academically Adrift: Limited Learning on College Campuses" by Arum & Roksa, 2011).

* Take good notes – be an active note taker. Engage in class discussion. Be active.

* Seem me if you are having problems and don't wait until the end of the semester.

Additional Books, Articles and Films (in case you are interested in learning more)

- Donaghey, J., Reinecke, J., Niforou, C. & Lawson, B. (2013). From employment relations to consumption relations: Balancing labor governance in global supply chains. *Human Resource Management*, 53(2), 229-252.
- Elfstrom, M. & Kuruvilla, S. (2014). The changing nature of labor unrest in China. *Industrial & Labor Relations Review*, 67(2), 453-480.
- Estabrook, B. (2011). *Tomatoland: How Modern Industrial Agriculture Destroyed our Most Alluring Fruit*. Kansas City: Andrews McMeel Publishing.
- Fritz, C., Fu Lam, C., & Spreitzer, G.M. (2011). It's the Little Things that Matter: An Examination of Knowledge Workers' Energy Management. *Academy of Management Perspectives*, August.

3 In accordance with university policy, the final exam will be given during the final exam period and not the last week of the semester.

- Ganster, D. & Rosen, C. (2013). Work Stress and Employee Health: A Multidisciplinary Review. *Journal of Management*, 39(5), 1085-1122.
- George, J.M. (2014). Compassion and Capitalism: Implications for Organizational Studies. *Journal of Management*, 40(1), 5-15
- Greenhouse, S. (2013). Study Finds Federal Contracts Given to Flagrant Violators of Labor Laws. *New York Times*, December 10.
- Kochan, T. et al. (2013). The Human Capital Dimensions of Sustainable Investment: What Investment Analysts Need to Know. *Center for Economic and Policy Research*, Working Paper, February.
- Kossek, Valcour & Lirio (2013). The Sustainable Workforce: Organizational Strategies for Promoting Work-Life Balance and Wellbeing. *Chapter 14 from Work and Wellbeing: A Complete Reference Guide*.
- Liebman, W.B. (2008). Labor law inside out. *Working USA: The Journal of Labor & Society*, 11, 9-22.
- Manjoo, (2015). Start-ups Finding the Best Employees are Actually Employed, *New York Times*, June 24.
- Martin, R.L. & Osberg, S. (2007). Social entrepreneurship: The case for definition. *Stanford Social Innovation Review*, Spring.
- Newman, A., Donohue, R., & Eva, N. (2017). Psychological safety: A systematic review of the literature. *Human Resource Management Review*, 27, 521-535.
- Northwestern University and the Collegiate Athletes Players Association, National Labor Relations Board Case 13-RC-121359
- Picketty, T. (2014). *Capital in the Twenty-first Century*. Harvard University Press.
- Schumpeter, (2016). Management Theory is becoming a Compendium of Dead Ideas, *The Economist*, December 17.
- Shannonhouse, R. (2014). Is Your Boss Making You Sick? *Washington Post*, October, 20.
- Spreitzer, G. & Porath, C. (2012). Creating sustainable performance. *Harvard Business Review*, 93-99
- Stiglitz, J (2012). *The Price of Inequality: How Today's Divided Society Endangers Our Future*. Norton, W. W. & Company, Inc.
- Ton, Z., Kochan, T.A., & Reavis, C. We Are Market Basket, March 23, 2015. *MIT Sloan Management*.

- Film: Norma Rae (1979)
- Film: Hoffa (1992)
- Film: Molly Maguires (1970)
- Film: Office Space (1999)
- Film: The Company Men (2010)
- Film: Food Chains (2014)