

## **MHR 7302: Markets Organizations and HRM**

### **Gerlach 305 – 6:15 pm to 9:30 pm**

Fisher College of Business  
Instructor: William Shepherd, Ph.D.  
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Phone: 614-725-7132 (cell)  
Office Hours: After class and by appointment

#### **COURSE DESCRIPTION AND OBJECTIVES:**

Economic is a broad discipline with many facets and sub-specialties. In the process of developing this course, I had to omit many important topics because of space limitations. I encourage students to pursue further learning in the field of economics, as well as the related fields of human capital metrics and ROI. I chose to focus on the traditional economics topic of personnel economics to provide students a framework for evaluating how to design organizations, jobs, and HR policies and procedures. As primary course materials, I chose selected chapters from the Brickley, Zimmerman, and Smith textbook, as well as articles that bring the concepts to life.

Economics is a powerful framework that can be applied to a wide variety of real-world problems and issues. In this course, we will develop an understanding of the economic toolset and learn how to apply economics-oriented analysis to human resource-related managerial decisions. Specifically, in this course we will use the tools of economics to develop a framework for analyzing human resource policy and implementation. We will also use economic tools to develop insights into how firms' human resource systems and organizational architecture affect employee behavior, employee performance and organizational success.

In this course, we will build on economic theory and real-world examples to extend and expand your knowledge of human resources and management from the evidence acquired throughout your careers. The combination of theory and application will allow you to leave the course not with a set of "cookbook" solutions, but an effective, sophisticated way of thinking about HR problems and their solutions. The approach taken to analyze and solve HR problems in this course is one of applied economics. Throughout the course we will examine various tools of traditional economic analysis and apply them to important managerial problems. However, when traditional economics does not adequately address a topic that is important to our understanding of organizations, markets and management, we will move beyond its boundaries. The ultimate goal is to develop economic tools that will strengthen your ability to identify the root cause of a problem, to formulate effective solutions, and to adopt effective approaches to facilitate their implementation.

The format of this course requires your active participation. Before each class, I would ask that each of you invest the time and effort to read and understand the assigned materials. In addition, I encourage you to go beyond the assigned materials and read other related content. In class, my aspiration is for the entire class to engage in an energetic, spirited dialogue and debate about the topics.

You are expected to take ownership of your learning experience. My role, and my commitment, is to be a facilitator of your learning. Unlike some undergraduate courses you may have experienced, my role will not be to review each element of the assigned readings in class. I will assume you have read the assigned materials. We will cover a lot of diverse material as we take our whirlwind tour through business functions. It is crucial that you **keep up with your readings** and **be an active participant** in all class activities.

## REQUIRED MATERIALS:

Textbook:

The full book is: Managerial Economics & Organizational Architecture, 6TH EDITION, By James Brickley and Clifford W. Smith, Jr. and Jerold Zimmerman, Copyright: 2016, Publication Date: January 27, 2015.

<http://www.mheducation.com/highered/product/managerial-economics-organizational-architecture-brickley-smith-jr/M0073523143.html>

The book with only the needed chapters is called: Selected chapters from Managerial Economics & Organizational Architecture, 6TH EDITION, By Brickley

- Chapter 11: Organizational Architecture
- Chapter 12: Decision Rights: The Level of Empowerment (not including appendix)
- Chapter 14: Attracting and Retaining Qualified Employees
- Chapter 15: Incentive Compensation (not including appendix)
- Chapter 16: Individual Performance Evaluation (not including appendix)

Supplemental Readings:

- See Course Outline below

Other required materials may be posted on the Carmen course web site. It is your responsibility to check regularly for updates.

## COURSE REQUIREMENTS

*Standards of Integrity and Conduct:*

Each student in this course is expected to be familiar with and abide by the principles and standards set forth in The Ohio State University's code of student conduct and code of academic conduct. You can view these documents or download pdf versions at:

[http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp)

<http://www.gradsch.osu.edu/Content.aspx?Content=10&itemid=1>.

It is also expected that each student will behave in a manner that is consistent with the Fisher Honor Statement, which reads as follows:

*As a member of the Fisher College of Business Community, I am personally committed to the highest standards of behavior. Honesty and integrity are the foundations from which I will measure my actions. I will hold myself accountable to adhere to those standards. As a future leader in the community and business environment, I pledge to live by these principles and celebrate those who share these ideals.*

While most students have high standards and behave honorably, like every academic institution we sometimes encounter cases of academic misconduct. It is the obligation of students and faculty to report suspected cases of academic and student misconduct. Students can report suspected violations of academic integrity or student misconduct to faculty or to a program's leadership. All reported cases of academic misconduct are actively pursued and confidentiality is maintained.

## GRADING:

With the objective of establishing as dynamic and effective a learning environment as possible, the course requires a commitment on your part not only to attend all classes, but to prepare fully and to participate. We will work together to create an environment in which open, rigorous discourse is the standard. Thus, each of you must be willing not only to share your ideas and analysis with your colleagues, but be open to challenges of those ideas. The following are the fundamental principles for grading in this course:

- The requirements of the course are identical for everyone. This means it is not possible to “make up” for poor performance through “extra credit” work.
- The scheduled assignments/exam cannot be retaken or taken at other than the scheduled time except under circumstances of extreme hardship.
- It is possible to earn any of the official OSU grades, from A to E, in this course.

Sometimes alleged cases of academic misconduct arise due to apparent confusion over the degree of collaboration allowed on assignments. University policy clearly states that it is each student’s responsibility to resolve issues that appear ambiguous directly with the faculty member. However, to help create clarity and avoid potential misunderstanding, we use the following letters to indicate the degree of collaboration allowed on each assignment.

- Individual: No Collaboration of Any Kind Allowed
- Group: Collaboration with Teammates Only Allowed

Category	Relative Weight
Pre-Class Writing Assignments (Individual) – 5 total	60%
Exam (Individual)	30%
Attendance and Class Contribution (Individual)	10%

**Writing Assignments (Individual)** – I have selected themed readings for each week. There is typically a book chapter, a focal article, and general reading articles. I have also prepared a pair of questions about each type of reading (2 questions each on the book chapter, focal article, and general reading articles). Prior to class, you should read each of the readings and write your responses to the question. The purpose of the writing assignments is to help you more fully understand the content and to prepare you for class discussion. You will bring a paper copy of your writing assignment at the beginning of class on March 1, 8, 22, 29, April 5 and 12. Please use 12-point font double-spaced with one-inch margins. As a general rule, the reading assignment should be between 900-1200 words and 3-4 pages of your own responses to the questions (don’t include the questions from the syllabus in your answers as part of your paper or word count). You should devote approximately equal time to each of the three sets of questions. You should print on both sides of the paper and staple. In the top left, you should put your first and last name and your class number (given in class and unique to you – I do not mean MHR 7302). Spelling and grammar count. Note: I have also included for your reference and optional reading other relevant articles at the end of the syllabus.

**Exam (Individual)** - The exam will consist of essay questions. These questions will be aimed at assessing students' understanding of and ability to integrate and apply the basic concepts and issues covered in class discussions, readings, cases and assignments. The exam will be a virtual exam. The exam will be mailed to you and posted on Carmen prior to our typical class time on April 19. You will complete it electronically. You will also print a copy of your answers and turn it to the MHR Office at 700 Fisher by noon on Monday, April 23. The exam will be open-book and open-note, but you must work independently and not collaborate with others.

### **Attendance and Class Contribution (Individual):**

Fisher College of Business strongly enforces University attendance policies. As per University rule 3335-8-33, any student may be disenrolled from a course for failure to attend by the first Friday of the term, or by the 3<sup>rd</sup> instructional day of the term, or by the second class meeting, **whichever occurs first**.

<http://trustees.osu.edu/rules/university-rules/rules8/ru8-33.html>

Attendance and contribution are extremely important. Attendance at each session is mandatory. Most of your learning will occur in preparation for and participating in discussions. To enhance your preparation and learning, I strongly encourage you to form study groups to discuss the day's material prior to class.

As noted earlier, the complexity of the course material relies heavily on discussion learning. This process allows the cumulative insights of your colleagues to contribute to the evolution of the class's learning. Thus, the entire class learning experience relies on each of you taking responsibility for contributing to the discussion. In order to do so, it is imperative that each of you arrives on time and fully prepared each day.

In order to emphasize the necessity to be prepared for and to contribute to each class, class contribution will comprise a significant portion of your grade. As is the case with real world work environments, you are judged by what you contribute. Even if you feel that you know the material, unless you share your insights with the class, no one can adequately evaluate your preparedness and contribution. Students are not penalized for making comments that don't appear to be the "right answer." It is only through consideration of many diverse opinions and viewpoints that we will move toward a greater shared understanding of the multi-dimensional material that this course includes.

Each day, I may ask one or more individuals to "open" the discussion with a summary of the key issues along with his or her analysis of those issues. It is important that each of you be prepared to respond to the invitation to open the discussion. In the unlikely event that you are not prepared for class, then please let me know beforehand so that we might spare both of us the embarrassment of my calling on you. You should be able to identify the key issues, problems and opportunities facing the central case protagonists, to articulate and evaluate alternative approaches to problems, and to describe the course of action that you recommend and the reasons for your recommendations. We may begin the discussion with one of the questions in the assignment or with another question.

It is important to appreciate that every student is an important cog in the class discussion, and that it is equally important that each of us listen carefully to one another and attempt to build on or constructively critique prior comments. Please resist the temptation to jump to topics that are not specifically open for discussion. It is also important to note that you are rewarded for your contribution, not just participation. Your contribution score will be based on how much you contribute to the class' learning, not just by how much you talk in class. Some of the specific things that will have an impact on effective class participation and on which you will be evaluated include:

- Is there a willingness to take intellectual risks and test new ideas, or are all comments "safe"? (Safe comments include repetition of case facts without analysis or conclusions or repeating comments that have already been made by someone else.)
- Are the points made relevant to the discussion? Are they linked to the comments of others and to the themes that the class is exploring together?
- Do the comments add to our understanding of the situation? Are they incisive? Do they cut to the core of the problem?
- Is there a willingness to challenge the ideas that are being expressed?
- Does the participant integrate material from past classes or the readings where appropriate?
- Do the comments reflect cumulative learning over the course and the MLHR curriculum, or does the participant merely consider each case in isolation?
- Is theoretical material applied effectively and appropriately?

Some people find it easy to raise their hand and talk. Others find it more difficult. The point is not to simply talk, but to make a contribution to the collective class experience. Here are three types of class comments that typically add value to the classroom discussion (there are others):

- **Expansion:** I did some additional research on this topic and wanted to share the following...
- **Discourse:** I have the following alternative point of view/interpretation of the research/readings or the view/interpretation of others in the classroom...
- **Application:** Based on the research/readings, I am going to take the following actions in my organization or HR career...

The following rating scale provides examples of behavioral anchors for different levels of class contribution:

1. Consistently contributes to class discussion through insightful comments based on a thorough analysis of assigned readings. An initiator of class discussion. Excels in interacting with class fellows in a professional manner. Comments are focused, integrative, demonstrate preparation, and indicate active listening.
2. Regularly contributes to class based on sound preparation. Regularly responds to instructor's comments and questions and to comments of classmates. Occasionally takes the lead in class discussion. Often volunteers illustrations about the subjects being discussed.
3. Occasionally contributes to class through responding to remarks of the instructor and/or classmates, not necessarily indicative of prior sound preparation. Rarely, if ever, volunteers to begin a discussion.
4. Infrequently contributes to class discussion by answering questions from the instructor and or classmates. Does not demonstrate solid preparation of assigned materials.
5. Makes very few positive contributions to the class discussion.

Frequently rate yourself on the above criteria and critically self-evaluate your level of contributions. Finally, we understand that participating in class can be an intimidating experience initially, and I will try to help you as much as I can. We may have in-class exercises that will contribute to your final grade.

Class attendance is vital. You can't contribute to class discussions if you are not present.

**If you are going to be absent, please send an email to me with your name and the class number (7320) in the email subject line.**

### **Technology In The Classroom**

I have a strong preference that students not use laptops in class. They can distract the attention of the laptop users as well as those around them. As a classroom participant, one of the most important things you can do to get the most from the class is to "be here now" and stay focused on the class content and discussion. Our brains cannot do to things at once - you cannot truly multi-task. You can be focused on your laptop or the classroom but can't do both at once. You can very quickly move back and forth from one task to another, but it is inefficient. If you absolutely feel you need to take notes or reference materials on your laptop during class I am supportive, but please don't utilize the laptop for other non-class related content and shut your laptop when not in use.

The same goes for mobile technology. Please refrain from using your phone/tablet for personal use and/or accessing social media or non-class related content during class. If you need to do so, please step outside the classroom as it is distracting to me and others. Thank you.

## **OTHER COURSE POLICIES:**

If you need any special accommodations because of a disability, please do not hesitate to contact me. I encourage you to contact me at the earliest opportunity. You are expected to abide by the academic code of conduct of The Ohio State University.

## **COURSE OUTLINE**

### **Week 1: March 1**

#### **Book - Chapter 11: Organizational Architecture**

1. How does an organization's business environment and strategy impact the choices it makes about its organizational architecture?
2. Describe how organizational architecture influences and impacts corporate culture.

#### **Feature - Inside Amazon: Wrestling Big Ideas in a Bruising Workplace**

[http://www.nytimes.com/2015/08/16/technology/inside-amazon-wrestling-big-ideas-in-a-bruising-workplace.html?\\_r=0](http://www.nytimes.com/2015/08/16/technology/inside-amazon-wrestling-big-ideas-in-a-bruising-workplace.html?_r=0)

1. What types of people are Amazon attracting and repelling because of its culture? Is Amazon succeeding because of its culture or despite it?
2. Which parts of the Amazon culture are unfair, but effective? What parts of the Amazon culture would work elsewhere? What wouldn't?

#### **General Reading Articles**

Empowered

- <https://hbr.org/2010/07/empowered>

Take These Two Steps To Rival Nordstrom's Customer Service Experience

- <https://www.forbes.com/sites/micahsolomon/2014/03/15/the-nordstrom-two-part-customer-experience-formula-lessons-for-your-business/#5920a0ec445f>

1. How does the concept of "empowerment" connect to organizational architecture?
2. Why is it so hard for companies to emulate Nordstrom's and other empowered cultures?

## **Week 2: March 8**

### **Book - Chapter 12: Decision Rights: The Level of Empowerment (not including appendix)**

1. Describe the costs and benefits of centralization versus decentralization.
2. Compare the differences between decision management rights and decision control rights and explain how separating decision management from decision control mitigates agency problems.

### **Feature - Elon Musk's Billion-Dollar Crusade to Stop The A.I. Apocalypse**

<https://www.vanityfair.com/news/2017/03/elon-musk-billion-dollar-crusade-to-stop-ai-space-x>

1. Do you believe Stephen Hawking/Bill Gates have grounds for being concerned about A.I. or are your views more consistent with Larry Page/Mark Zuckerberg? Please describe your rationale.
2. Should A.I. research and application be regulated? If so, who should do so (government, independent corporations, consortia, global)?

### **General Reading Articles – NOTE: YOU MUST PURCHASE THIS COPYRIGHTED ARTICLE ON YOUR OWN – IT IS NOT IN THE READING PACKET**

Hidden Traps in Decision Making

- <https://hbr.org/2006/01/the-hidden-traps-in-decision-making>
1. When we design organizational architecture, we assign decision rights to employees. How confident can we be that they will make accurate, unbiased decisions? What can we do to become more confident?
  2. What types of Human Resources / people-related issues can be influenced by unconscious bias and hidden traps? What steps can HR take to reduce these biases and traps?

## **Week 3: 15 (No Class – Spring Break)**

## **Week 4: March 22**

### **Book - Chapter 14: Attracting and Retaining Qualified Employees**

1. Define human capital and describe the difference between general and specific human capital. In the basic competitive model, why do employees pay for general training and firms pay for specific training?
2. Describe why internal labor markets and longer-term employment can be beneficial for both the employer and employee.

### **Feature - The "Amazon's Last Mile"**

<https://gizmodo.com/amazons-last-mile-1820451224>

1. The article describes the working conditions of the drivers working through the Amazon Flex program. Amazon describes them as independent contractors. Some legal groups think they should be classified as employees (see the IRS standards at <https://www.irs.gov/pub/irs-utl/x-26-07.pdf>). Do you think the drivers are independent contractors or Amazon employees? Please describe your rationale.
2. What positive/negative effects does the Amazon Flex program have on the drivers, competitors, and society?

### **General Reading Articles**

Starbucks Expands Tuition Reimbursement Program To Cover Four Years Of Online Schooling

- <http://consumerist.com/2015/04/07/starbucks-expands-tuition-reimbursement-program-to-cover-four-years-of-online-schooling/>

Just Whose Job Is It to Train Workers?

- <http://www.wsj.com/articles/just-whose-job-is-it-to-train-workers-1405554382>

1. What role should educational institutions versus employers play in preparing students to be productive workers?
2. Why would Starbucks pay for "general human capital" training?

## **Week 5: March 29**

No class but two readings and one homework assignment for the April 5 class:

### **Readings**

Performance Management: A roadmap for developing, implementing and evaluating performance management systems

- <http://www.shrm.org/about/foundation/research/Documents/1104Pulakos.pdf>

Cutting-Edge Performance Management

- <https://www.worldatwork.org/docs/research-and-surveys/research-report-cutting-edge-performance-management.pdf>

Complete the Developing Job Performance Measures worksheet. Hand it in in class on April 5



## Week 6: April 5

### **Book - Chapter 16: Individual Performance Evaluation (not including appendix)**

1. Discuss the advantages and disadvantages of subjective performance measures relative to objective measures.
2. Explain why some firms employ forced ratings systems and the kinds of problems that can arise with these systems.

### **Feature - What Amazon Does to Poor Cities**

<https://www.theatlantic.com/business/archive/2018/02/amazon-warehouses-poor-cities/552020/>

1. What are the advantages and disadvantages to individuals and communities when Amazon moves to a new city?
2. Is Amazon's approach good for society as a whole? What, if any, changes should be made to the approach and who should make them (e.g., the government, industry regulations)?

### **General Reading Articles**

#### 3 Things To Know Before Eliminating Performance Evaluations

- <http://www.forbes.com/sites/chrisncialosi/2015/08/24/3-things-to-know-before-eliminating-performance-evaluations/#50379de43931>

#### Next-Generation Performance Management: The Triumph of Science over Propaganda

- [http://media.wix.com/ugd/66bdc6\\_21ca17bf9e5445028e86034536b909c0.pdf](http://media.wix.com/ugd/66bdc6_21ca17bf9e5445028e86034536b909c0.pdf)
1. Why are organizations interested in eliminating performance ratings? Why do managers resist completing performance ratings? As an HR professional, what advice would you give your organizational leaders on this topic?
  2. Is it truly possible to eliminate performance ratings? If you eliminate performance ratings, do you need to replace them with something? If so, what?

## **Week 7: April 12**

### **Book - Chapter 15: Incentive Compensation (not including appendix)**

1. Define the basic incentive problem.
2. Explain the basic principle-agent model and the associated list of factors that favor high incentive pay.

### **Feature - A World Without Work**

<http://www.theatlantic.com/magazine/archive/2015/07/world-without-work/395294/>

1. What are the psychological risks and rewards for individual workers if we became a world without work?
2. What impact – good and bad – does a labor-based economy have on a local community and its civic pride? How would that impact change if we became a world without work?

### **General Reading Articles**

Universal Basic Income: A Utopian Idea Whose Time May Finally Have Arrived

- <http://time.com/4737956/universal-basic-income/>

This U.S. City Will Give Its Poorest People \$500 a Month — No Strings Attached

- <http://time.com/money/5114349/universal-basic-income-stockton/>

1. How could UBI reduce poverty and unemployment and help people and communities?
2. Based on your own personal values, how do you feel about the concept of giving a UBI to people? Do you trust people to spend money on important things?

**Guest Lecturer:** Scott Steineker, CEO Promowest, will discuss market economics in the music concert business

Meet Scott Stienecker, the most powerful man in Columbus music

- [https://www.athensnews.com/culture/arts\\_and\\_entertainment/meet-scott-stienecker-the-most-powerful-man-in-columbus-music/article\\_7cea2522-6b42-5722-ab8a-cc48c53c2ed2.html](https://www.athensnews.com/culture/arts_and_entertainment/meet-scott-stienecker-the-most-powerful-man-in-columbus-music/article_7cea2522-6b42-5722-ab8a-cc48c53c2ed2.html)

An economic guide to ticket pricing in the entertainment industry

- <https://sites.uclouvain.be/econ/DP/REL/2000024.pdf>

## **Week 7: April 19 (No Class - Virtual Exam)**

The exam will be a virtual exam. The exam will be mailed to you and posted on Carmen prior to our typical class time on April 19. You will complete it electronically. You will also print a copy of your answers and turn it to the MHR Office at 700 Fisher by noon on Monday, April 23. The exam will be open-book and open-note, but you must work independently and not collaborate with others.

## **William Shepherd, Ph.D. - Biographical Information**

Dr. Shepherd is currently Director of Enterprise Learning and Development at The Wendy's Company. He has responsibilities for the leadership development, executive coaching, organizational culture, and hiring and promotional assessment programs, as well as curriculum development for 6,500 restaurants in over 20 countries. Prior to joining Wendy's, he worked at Huntington National Bank where he was Director of Talent and Organizational Effectiveness and had a wide range of talent management responsibilities, including succession planning, leadership development, executive coaching, performance management, talent acquisition processes, and organizational culture. Huntington was awarded the HRM Impact Award, which recognizes best evidence-based HR practices, by the Society for Industrial and Organizational Psychology (SIOP) and the Society for Human Resource Management (SHRM) for the work Shepherd did developing and leading Huntington's VOICE employee opinion survey program. Shepherd also won SIOP's "Wiley Award For Excellence In Survey Research" in 2016 and 2018.

Previously he worked for the international human capital consulting company Personnel Decisions International where he helped develop and validate large-scale, high-volume hiring tools and systems for a wide variety of organizations and industries, including Target, Sears, LensCrafters, International Monetary Fund, Amtrak, AutoNation, American Express, Citibank, Bank of America, Wells Fargo, and General Mills. He started his career at Verizon in the Employee Selection and Competency Development Group with a focus on developing and validating hiring and promotional interviews and personality and cognitive ability assessments.

Shepherd obtained his doctoral and master's degree in industrial/organization psychology with a minor in quantitative psychology at Bowling Green State University. He received his bachelor's degree in finance and psychology from The University of Northern Iowa. He is a licensed psychologist in Texas and a Fellow of the American Psychological Association (APA) and a Fellow of the Society for Industrial and Organizational Psychology (SIOP). He has held the Senior Professional in Human Resources (SPHR) designation. He has also served as an adjunct professor at Bowling Green State University, Concordia (MN), Minnesota State University, Kent State University, and The Ohio State University teaching at both the undergraduate and graduate levels.

He has presented at The Conference Board's conferences on Executive Coaching, Talent Management Strategies, and Onboarding. In addition to presenting at various conferences, his research has been published in academic journals such as Academy of Management Journal, Personnel Psychology, International Journal of Selection and Assessment, Journal of Occupational Health and Psychology, Employment Relations Today, and the International Association for Human Resource Information Management. He has also contributed as a subject matter expert in stories for a wide variety of media outlets such as National Public Radio and HR Magazine.

He is a Board Member of the Friends of the Columbus Metropolitan Library and has previously served on the Board of Leadership Columbus.

## EXTRA ARTICLES

#	Category	Title	Link
1	Automation	4 ways the rise of the machines can work for humans	<a href="https://www.weforum.org/agenda/2018/01/how-to-make-the-rise-of-the-machines-work-for-humans?utm_source=SocialMedia&amp;utm_medium=Twitter&amp;utm_LOB=ES&amp;hootPostID=1cee0f1f088aa77ec2bc6417173da637">https://www.weforum.org/agenda/2018/01/how-to-make-the-rise-of-the-machines-work-for-humans?utm_source=SocialMedia&amp;utm_medium=Twitter&amp;utm_LOB=ES&amp;hootPostID=1cee0f1f088aa77ec2bc6417173da637</a>
2	Automation	COTA workers fear the impact of driverless buses	<a href="https://www.10tv.com/article/cota-workers-fear-impact-driverless-buses">https://www.10tv.com/article/cota-workers-fear-impact-driverless-buses</a>
3	Automation	This Calculator Will Tell You If A Robot Is Coming For Your Job	<a href="http://www.fastcoexist.com/3047269/this-calculator-will-tell-you-if-a-robot-is-coming-for-your-job">http://www.fastcoexist.com/3047269/this-calculator-will-tell-you-if-a-robot-is-coming-for-your-job</a>
4	Automation	Automation Makes Us Dumb	<a href="http://www.wsj.com/articles/automation-makes-us-dumb-1416589342">http://www.wsj.com/articles/automation-makes-us-dumb-1416589342</a>
5	Automation	Do More! What Amazon Teaches Us About Robots and the “Jobless Future”	<a href="https://www.linkedin.com/pulse/do-more-what-amazon-teaches-us-robots-jobless-future-tim-o-reilly/">https://www.linkedin.com/pulse/do-more-what-amazon-teaches-us-robots-jobless-future-tim-o-reilly/</a>
6	Automation	Amazon’s Cashierless ‘Go’ Convenience Store Set to Open	<a href="https://www.wsj.com/articles/amazons-cashierless-go-convenience-store-set-to-open-1516546801">https://www.wsj.com/articles/amazons-cashierless-go-convenience-store-set-to-open-1516546801</a>
7	Automation	Thinking Through How Automation Will Affect Your Workforce	<a href="https://hbr.org/2017/04/thinking-through-how-automation-will-affect-your-workforce">https://hbr.org/2017/04/thinking-through-how-automation-will-affect-your-workforce</a>
8	Automation	These Lowe's employees are now wearing exoskeletons to work (article plus video)	<a href="http://money.cnn.com/2017/05/15/technology/lowes-exosuit/index.html?iid=ob_homepage_tech_pool">http://money.cnn.com/2017/05/15/technology/lowes-exosuit/index.html?iid=ob_homepage_tech_pool</a>
9	Automation	Trucking and the future of work	<a href="http://www.tulsaworld.com/opinion/opinionfeatured/robert-j-samuelson-trucking-and-the-future-of-work">http://www.tulsaworld.com/opinion/opinionfeatured/robert-j-samuelson-trucking-and-the-future-of-work</a>
10	Culture	Amazon Response: What The New York Times Didn’t Tell You	<a href="https://medium.com/@jaycarney/what-the-new-york-times-didn-t-tell-you-a1128aa78931">https://medium.com/@jaycarney/what-the-new-york-times-didn-t-tell-you-a1128aa78931</a>
11	Culture	3 Reasons Amazon's Culture Won't Work for You, According to Jeff Bezos	<a href="http://www.inc.com/chris-myers/jeff-bezos-just-revealed-the-secret-to-amazons-culture-heres-why-you-shouldnt-tr.html">http://www.inc.com/chris-myers/jeff-bezos-just-revealed-the-secret-to-amazons-culture-heres-why-you-shouldnt-tr.html</a>
12	Decision Making	Why We Contradict Ourselves and Confound Each Other	<a href="https://onbeing.org/programs/daniel-kahneman-why-we-contradict-ourselves-and-confound-each-other-oct2017/">https://onbeing.org/programs/daniel-kahneman-why-we-contradict-ourselves-and-confound-each-other-oct2017/</a>
13	Empowerment	Google’s Secrets Of Innovation: Empowering Its Employees	<a href="http://www.forbes.com/sites/laurahe/2013/03/29/googles-secrets-of-innovation-empowering-its-employees/#29b43dcc7eb3">http://www.forbes.com/sites/laurahe/2013/03/29/googles-secrets-of-innovation-empowering-its-employees/#29b43dcc7eb3</a>
14	Empowerment	Employee Engagement At Ritz Carlton	<a href="http://ritzcarltonleadershipcenter.com/tag/employee-empowerment/">http://ritzcarltonleadershipcenter.com/tag/employee-empowerment/</a>
15	Empowerment	Nordstrom	<a href="http://www.forbes.com/sites/micahsolomon/2016/01/26/what-any-business-can-learn-from-the-way-nordstrom-handles-customer-service/#58cf1e024d45">http://www.forbes.com/sites/micahsolomon/2016/01/26/what-any-business-can-learn-from-the-way-nordstrom-handles-customer-service/#58cf1e024d45</a>
16	General Economics	The Secret Economic Lives of Animals	<a href="https://www.bloomberg.com/features/2017-biological-markets/?utm_source=nextdraft&amp;utm_medium=email">https://www.bloomberg.com/features/2017-biological-markets/?utm_source=nextdraft&amp;utm_medium=email</a>
17	General Economics	Driving a Car in Manhattan Could Cost \$11.52 Under Congestion Plan	<a href="https://www.nytimes.com/2018/01/18/nyregion/driving-manhattan-congestion-traffic.html">https://www.nytimes.com/2018/01/18/nyregion/driving-manhattan-congestion-traffic.html</a>
18	General Economics	The economic forces driving protests in Iran	<a href="http://money.cnn.com/2018/01/01/news/economy/iran-economy-protests/index.html">http://money.cnn.com/2018/01/01/news/economy/iran-economy-protests/index.html</a>

19	General Economics	The fastest-growing and shrinking economies in 2018	<a href="https://www.economist.com/blogs/graphicdetail/2018/01/daily-chart-3">https://www.economist.com/blogs/graphicdetail/2018/01/daily-chart-3</a>
20	General Economics	Myths of the 1 Percent: What Puts People at the Top	<a href="https://www.nytimes.com/2017/11/17/upshot/income-inequality-united-states.html">https://www.nytimes.com/2017/11/17/upshot/income-inequality-united-states.html</a>
21	General Economics	Americans have become lazy and it's hurting the economy (article plus video)	<a href="http://money.cnn.com/2017/04/12/news/economy/us-economy-big-problem-tyler-cowen/index.html">http://money.cnn.com/2017/04/12/news/economy/us-economy-big-problem-tyler-cowen/index.html</a>
22	General Economics	Ticketonomics	<a href="https://revenueanalytics.com/news/ticketonomics/">https://revenueanalytics.com/news/ticketonomics/</a>
23	General Economics	Who owns a tip? Trump may shift it to restaurant owners	<a href="https://www.cbsnews.com/news/trump-may-shift-tips-to-restaurant-owners/">https://www.cbsnews.com/news/trump-may-shift-tips-to-restaurant-owners/</a>
24	Gig Economy	Google Takes on Uber With New Ride-Share Service	<a href="http://www.wsj.com/articles/google-takes-on-uber-with-new-ride-share-service-1472584235">http://www.wsj.com/articles/google-takes-on-uber-with-new-ride-share-service-1472584235</a>
25	Gig Economy	What it's really like to be an Uber driver	<a href="http://www.pbs.org/newshour/making-sense/what-its-really-like-to-be-an-uber-driver/">http://www.pbs.org/newshour/making-sense/what-its-really-like-to-be-an-uber-driver/</a>
26	Hiring	Why I'm Not Looking to Hire Computer-Science Majors	<a href="http://www.wsj.com/articles/why-im-not-looking-to-hire-computer-science-majors-1440804753">http://www.wsj.com/articles/why-im-not-looking-to-hire-computer-science-majors-1440804753</a>
27	Hiring	College Calculus: What's the real value of higher education?	<a href="https://www.newyorker.com/magazine/2015/09/07/college-calculus">https://www.newyorker.com/magazine/2015/09/07/college-calculus</a>
28	Hiring	Career Rewards (Part One)	<a href="https://www.youtube.com/watch?v=APmb-qCdKjs">https://www.youtube.com/watch?v=APmb-qCdKjs</a>
29	Hiring	Career Rewards (Part Two)	<a href="https://www.youtube.com/watch?v=3_Wxm_a_igU">https://www.youtube.com/watch?v=3_Wxm_a_igU</a>
30	Hiring	After decades of pushing bachelor's degrees, U.S. needs more tradespeople	<a href="https://www.pbs.org/newshour/education/decades-pushing-bachelors-degrees-u-s-needs-tradespeople">https://www.pbs.org/newshour/education/decades-pushing-bachelors-degrees-u-s-needs-tradespeople</a>
31	Human Capital	Fulmer, I. S., & Ployhart, R. E. (2014). "Our most important asset:" A multidisciplinary/multilevel review of human capital valuation for research and practice. <i>Journal of Management</i> , 40, 161-192.	Available online
32	Human Capital	Nyberg, Moliterno, Hale, and Lepak (2012). Resource-based perspectives on unit-level human capital. <i>Journal of Management</i> , 40(1), pp. 316-346	Available online
33	Incentives	Why Is It So Hard for Americans to Get a Decent Raise?	<a href="https://slate.com/business/2018/01/a-new-theory-for-why-americans-cant-get-a-raise.html">https://slate.com/business/2018/01/a-new-theory-for-why-americans-cant-get-a-raise.html</a>
34	Incentives	Landscaper's 'hire American' plan crumbles as work too hard for most	<a href="http://www.dispatch.com/news/20171007/landscapers-hire-american-plan-crumbles-as-work-too-hard-for-most">http://www.dispatch.com/news/20171007/landscapers-hire-american-plan-crumbles-as-work-too-hard-for-most</a>
35	Performance	Performance management's problems run deeper than ratings	<a href="https://www.linkedin.com/pulse/performance-managements-problems-run-deeper-than-alan-colquitt-ph-d-">https://www.linkedin.com/pulse/performance-managements-problems-run-deeper-than-alan-colquitt-ph-d-</a>
36	Performance	No Performance Ratings? Or Is It Just HR Doublespeak?	<a href="http://www.ereadia.com/tlnt/no-performance-ratings-or-is-it-just-hr-doublespeak/">http://www.ereadia.com/tlnt/no-performance-ratings-or-is-it-just-hr-doublespeak/</a>
37	Performance	The Future Of Performance Management Is Not One-Size-Fits-All	<a href="http://www.forbes.com/sites/chrisancialosi/2016/02/22/the-future-of-performance-management-is-not-one-size-fits-all/#5e674d1b26ec">http://www.forbes.com/sites/chrisancialosi/2016/02/22/the-future-of-performance-management-is-not-one-size-fits-all/#5e674d1b26ec</a>

38	UBI	Elon Musk: Automation Will Force Governments to Introduce Universal Basic Income	<a href="https://futurism.com/elon-musk-automation-will-force-governments-to-introduce-universal-basic-income/">https://futurism.com/elon-musk-automation-will-force-governments-to-introduce-universal-basic-income/</a>
39	UBI	Kenya Launches Largest-Ever Basic Income Experiment That Goes to 2030	<a href="https://www.inverse.com/article/38431-universal-basic-income-kenya?utm_source=newsletter&amp;utm_medium=culture&amp;utm_campaign=photo">https://www.inverse.com/article/38431-universal-basic-income-kenya?utm_source=newsletter&amp;utm_medium=culture&amp;utm_campaign=photo</a>
40	UBI	A Five-Year Basic Income Experiment Is Happening in the U.S	<a href="https://www.inverse.com/article/36650-y-combinator-basic-income-experiment?utm_source=newsletter&amp;utm_medium=inverse&amp;utm_campaign=photo">https://www.inverse.com/article/36650-y-combinator-basic-income-experiment?utm_source=newsletter&amp;utm_medium=inverse&amp;utm_campaign=photo</a>