Course Goals:

1. To expose students to multiple perspectives regarding the basic principles and assumptions that significantly affect the quality of work life of organizational members.
2. To review the variety of approaches, techniques and innovations available for influencing the quality of work life of employees in the workplace.
3. To encourage students to reflect on their own organizational and work lives and values and become more self aware of their personal assumptions about quality of work life and organizational change.
4. To provide a real world opportunity for students to study a quality of work issue in an organization, to reflect on the possibilities for implementing a workplace innovation by comparing what the scholarly literature recommends and what appears to be a realistic solution for a particular organizational context, and to consider ways in which the recommended solution for implementation might be initially communicated via training.
5. To develop managerial skills (process, analytical, organizational, research, interpersonal) that might be used by a human resource or labor relations professional in an organization.
6. To foster a positive learning experience.

Required Texts:


Coursepack of required readings can be purchased through the School of Labor and Industrial Relations via Lil McLean, the GSA office, or the secretary in room 40Y. Additional handouts may be given out free as required reading during the term.

Coursework/Grading:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Field Project</td>
<td>40%</td>
</tr>
<tr>
<td>Team Assessment</td>
<td>10%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td>4 Memos</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Final grades will be rounded off to 4.0, 3.5, 3.0 etc., but individual assignments may have finer demarcations. Memos may sometimes have feedback in the form of written comments instead of numerical grades.
Participation Grade: A key assumption of this course is that you are interested in actively participating in the course and exploring your value system and assumptions regarding the content of the course. You will be asked to have completed and reflected on readings and/or class assignments and to prepare questions for the guest speakers. You are expected to attend every class unless ill or family emergency (Please try to avoid scheduling flybacks either during class time or during the few Fridays in late April and early May that data collection will occur.) Preparing presentations for feedback, actively participating in class discussions using concepts from the reading and exercises in a thoughtful way, and being a key contributor to your team project all will be used as input. Thus, active participation (as both speaker and audience) in class discussion and exercises is required. The quality of each participant's experience will depend in large part on the quality of other participants' contributions. Periodically, discussion questions, cases, or exercises may also be given as required preparation to aid your learning in an upcoming class.

Attendance and Preparation: Since the class meets only twice a week, attendance is extremely important. Missing class should be avoided. Attendance will be used as a grading criteria in “benefit of the doubt” situations. Students are expected to be on time for class, as many of our speakers have traveled a long way to share their knowledge.

Team and Self-Assessment: On June 4, I would like to receive from every student a 6-8 page paper. (Those few students presenting to organization A that day may hand in their papers by June 7.) The paper should address the following issues:

1) Allocate 100 points total across your team members regarding their contribution to the quality of the group project. If everyone in a 5 person group contributed equally, each member would be allocated 20 points.

2) Comment qualitatively on each member 5 contribution and whether you would want to work with these people on another team project in the future.

3) Self-reflect on your view of your own level of involvement in class participation in terms of attendance, involvement in class discussion and exercises, and keeping up with the readings.

4) Apply Larson and LaFasto 5 Teamwork eight characteristics of how and why effective teams develop to your own group.

5) If you were to develop your own criteria or system for assessing effectiveness by peers, what would it be?

Written assignments: Assignments are due in class at the times indicated in this syllabus. All submitted assignments should reflect the best effort of the student. If due to some unforeseen circumstance, the student is unable to complete the project by class time, it is my preference that the student comes to class and hands in the paper later in the day as opposed to skipping class. Written papers and team projects should be proof-read prior to submission, and typed-written in a doubled-spaced format. Papers reflecting a lack of care in editing will be graded accordingly.

Memoranda: Students will be asked to write four brief memoranda in response to a review question(s) that are handed out during the proceeding week. The memoranda should not be anxiety-producing but should be viewed as a structured opportunity to prepare for class. As a purpose of the memoranda is to encourage spirited involvement in a given class, no late memoranda will accepted and all memorandum must be handed in personally by the student. With the exception of the participative self assessment memo, which is required for all students, students may choose which three of the memoranda they write. Memos will be graded in Dart on the extent to which concepts from the assigned reading with citations are used in the analysis. On days that a memo is assigned.
Quality Of Work Life:
Implementing Human Resource Innovations in the Workplace
LIR 827

Ellen Ernst Kossek ♦
University: Michigan State ♦
Discipline: Labor and Industrial Relations

but you have chosen not to write up the assignment, I still expect you to have at least read the
assignment and have jotted down a few ideas regarding the assignment. Several students will have
the opportunity to volunteer to go to Organization A on June 12 or Organization E on June 11. If you
commit to me by May 8 that you will be a feedback presenter on June 11 or 12, you only have to write
up three of memos. All students must complete the participative leadership memo.

REQUIRED (DUE April 23): Participative Leadership Self-Assessment Memo: One of the memoranda
will involve using Victor Vroom's leadership software from the LIR network. The 3 PC labs available
for your use are: Room 100 on first floor South Kedzie; the 2 rooms of the Political Science Lab on
the third floor of Kedzie, or the lab at the end of the 4th floor of Kedzie. If you have never used the
LIR labs, it is strongly recommended that you plan to go to the lab to complete the assignment with
an experienced LIR student, so that you know how to enter the network. (Your answers to the
assignment will be individual, however, since the purpose of the assignment is to analyze your own
leadership/participatory style so every student's printout will be unique.) To use the program choose
MPO LIR 827 (Managing Participation in Organizations) from the class assignments option of the
network and follow the very user friendly instructions from the screen. It is essential that you have
completed the required reading by Vroom up to page 48 (Chapters 3 & 4) (BUT ~O FURTHER
PRIOR TO GOING TO THE LAB. - IE DO NOT READ CHAPTER 5 of Vroom 5 book in the
coursepack prior to completing the assignment,) You should consider yourself a novice while
completing the exercise. Based on your reading of the cases, be sure to correctly enter the correct
classification of the problem as either individual or group. It is required that you attach your printout to
your memorandum.

Computer Etiquette: Absolutely no eating or drinking is allowed in the labs. Please take care to clean
up your work station before you leave. Please exit the MPO program before you leave the lab, so that
the network is not overloaded. This is not a project that can be put off to the last minute.

CHOOSE 3 of the Following:
Memo: Organizational Diagnosis of Peoples National Bank Memo (Due April 16)
Memo: Job redesign and Work group memo (Due May 5)
Memo: Harvard Case Morale Survey (Due May 26)
Memo: HR Systems Memo (peer evaluation) (Due May 21)

Office Hours:

Tuesdays, Wednesdays, and Thursdays: 2:15 -3:15 by appointment. Please try to see me either
during the office hours or with an appointment. Although is my very high personal priority to keep my
office hours, once in the while, faculty administrative demands may require my hours to be
rescheduled. I appreciate your flexibility on this issue. Reading tip: It is usually helpful to students to
briefly outline or take notes of key points as they complete the assigned readings for each class. In
this way, students should will already have a summary of the basic subject area for the day and can
focus on key points or supplemental information that are bought out in class.
Quality Of Work Life:
Implementing Human Resource Innovations in the Workplace
LIR 827

Ellen Ernst Kossek ♦
University: Michigan State ♦
Discipline: Labor and Industrial Relations

Term Project:

This project is designed to allow students the opportunity to work as human resource consultants in the field by analyzing a quality of work life issue in an organization. It will give students the chance to develop their current knowledge regarding an important QWL issue, to analyze how a particular OWL issue fits with other HR and organizational subsystems, to experience working on a team to study a client organization, to integrate and apply your academic knowledge of a HR policy area in an actual organizational setting, to experience the process of giving feedback to a client organization, and to assess their own and their team’s skills in implementing a field research project.

Procedure: All students will complete a course entry questionnaire and will sign a statement at the beginning of the study stating they will keep the data they collect or hear about from either project is confidential and will only be discussed with members of LIR 827. Each team will have approximately 5 members.

Suggested roles for division of labor within the team:

1) Team liaison leader, who is responsible for ensuring communication with other teams, and helping to develop the final class summary report and feedback presentation
2) Literature researcher/company background materials review leader(s)
3) Data collection leader(s)
4) Data analysis leader(s)
5) Design of Training/Education Materials leader(s)

Members can be assigned more than one role, if needed, or it might be desire to have a primary leader for each role and a back-up or secondary person. MEMBERS OF EACH OF THESE ROLES WILL ALSO BE EXPECTED TO MEET WITH MEMBERS OF OTHER TEAMS WITH SIMILAR ROLES IN A SUBCOMMITTEE FOR MATRIX TYPE OF ARRANGEMENT. For example, all data collection leaders should meet to ensure the smooth division of labor and to coordinate schedules for data collection and to ensure that everyone share rides. All literature review and company background materials people might meet to share data or decide a division of lab or for TQM data collection at other companies for the Organization E project or share drafts of published climate surveys for the Organization A project, for example. With the exception of the liaison person (for which this is optional), all members are expected to actively participate in the development of recommendations, and the writing of the draft of the feedback report. It is highly recommended that all members visit the organization at least once to get a feel for the project. It is also essential that all teams have a regularly scheduled weekly meeting time.

1) Team Liaison Leader's Liaison Role: The liaison role is a critical one as its responsibility is to make sure that the work of the team gets integrated with the work of other teams in the class, as well as with other members within the group. This person will take the lead in ensuring that one coordinated draft of the interview guide is developed for organization E or one survey draft is developed for organization A. This person might attend formal and informal meetings with other liaisons and members of other teams to share knowledge on the data that has been collected in the field. The liaison persons are excused from writing their team's initial draft paper, because at the end of the term these members will form a student liaison group to review all of team's drafts. They will be responsible for preparing a
1. summary document that contains the best ideas of the proposals, and/or analyzes the similarities and differences/ pros and cons of the various ideas presented. In addition to the
summary document, the liaison group and any interested members of the teams lead the preparation of

2. overheads for presentation to feedback the results to Organization E on June 2 and Organization A on June 4.

2) Literature researcher/company background materials review leader: This person is responsible for ensuring that library research is done in the few several weeks of the term on either organizational climate surveys, morale and employee involvement for organization A or employee involvement and TQM (including possibly contacting other firms for benchmarking information) for Organization E and that this information gets disseminated learned and used by members in the design and analysis of data collection instruments. Additional library research might be needed to help with data analysis, and the development of recommendations and the design of a training program to feedback the data. Please also review assigned class materials in your review.

3) Data collection leader(s): The data collection leader's role is to ensure the smooth division of labor for data collection at each organization, to schedule visits either with Kent or Barb at Organization A or with John or Mark at Organization E. The data collection leaders should meet periodically to coordinate schedules for data collection and to ensure that everyone share rides, completes the proper travel expense forms prior to visits. When conducting the interviews, it is essential to tape record the interviews and/or assign at least one member (not the lead interviewer) a notetaking role. Ideally, all teams should be finished with data collection by the May 15 dates noted in the syllabus so that members will have time to synthesize and share data, and write superior quality feedback reports.

4) Data analysis leader(s): This member might ensure that notes/tape get legibly transcribed and shared among all teams. Members of this group might input data from Organization A's survey and design the strategy for and conduct statistical analysis. For organization E, it will be necessary to design a coding scheme and develop a way to conduct statistical analysis as well. This member would also be assisted by the training/education materials person in developing graphs and bar charts to help to clearly feedback the data.

5) Design of Training Session/Education Materials leader(s): This member is responsible for planning the agenda and obtaining materials for a hypothetical one day session to train members and feedback in an in depth fashion the results of the study. They would also assist the data analysis leader and liaison leaders in helping to prepare visuals on the data to help communicate the results.

IT IS THE RESPONSIBILITY OF EACH TEAM TO MAKE SURE THAT THEY HAVE AT LEAST ONE REPRESENTATIVE INVOLVED IN DEVELOPING THE DRAFT OF THE SURVEY FOR ORGANIZATION A OR THE DRAFT OF THE INTERVIEW GUIDE FOR ORGANIZATION E AND A REPRESENTATIVE PRESENT AT EACH SITE VISIT FOR DATA COLLECTION.

IT IS THE RESPONSIBILITY OF EACH THEM TO MAKE SURE THEY HAVE AT LEAST ONE LIAISON REPRESENTATIVE PARTICIPATING IN THE DEVELOPMENT OF THE ORAL FEEDBACK PRESENTATIONS.

a. Distribution of Work Plan: The first task of the team is to prepare a plan for way it expects to operate during the term. The plan should be designed to allow for as equal distribution of work as
possible. It should clearly define the roles that each member will play in the team. It should include a step by step analysis of how the team intends to accomplish the work of the field project, including a project time line with major weekly milestones that are expected to be achieved, and demonstrate a clear understanding of the project's goals and expected outcomes. Plans will be reviewed in terms the following criteria: the equality of work distribution, feasibility, and quality and clarity, and whether adequate contingency plans have been made.

b. Literature Review/Company Background Review: It is important that your team works to develop an adequate knowledge base for developing interview guides, collecting data, and backing up your analysis and recommendations and proposed training session. In addition to the library materials, you will need to review background information on the organization you are working with and the Organization E people in particular may want to interview a few people at other firms that are conducting TQM (I have 2 or 3 names) as part of their background review. Your paper should contain a balance of both scholarly and practitioner Journals. Some of the relevant journals will be available in the LIR Library (Main Library Basement); others will be available in the business library (Epplie Center basement). It is advisable to take advantage of the available search sources such as Social Science Indexes, Business Periodical Index, and computerized sources (e.g. one is ABI-INFORM, Infotrac) to help you in your search. Examples of scholarly journals of relevance to the course include but are not limited to: Personnel Psychology; Academy of Management Journal; Academy of Management Review; Human Resource Management; Journal of Applied Psychology; Journal of Organizational Behavior; Administrative Science Quarterly; Employee Rights and Responsibilities Journal; Journal of Applied Behavioral Science; Industrial Relations; Industrial and Labor Relations Review; Journal of Management Studies; Occupational Psychology; Organizational Behavior and Human Performance; and Psychology Bulletin. Examples of relevant practitioner journals include but are not limited to: Human Resource Planning; Personnel; Personnel Administrator; Management Review; Personnel Journal; Public Personnel Management Journal; Administrative Management; Business Horizons; National Productivity Review; California Management Review; Harvard Business Review; Organizational Dynamics; Pension World; HR Executive; Public Personnel Review; Training and Development Journal; and Compensation and Benefits Review.

PLEASE BE CONSIDERATE OF OTHER TEAMS NEED TO HAVE ACCESS TO THE JOURNALS. PLEASE RETURN JOURNALS TO THE APPROPRIATE PART OF THE LIBRARY AS SOON AS YOU ARE DONE WITH THEM.

c. Guidelines for the process of developing instruments for and conducting data collection, analyzing and developing the written projects (i.e. the required guidelines for each group paper) are note in each project outline.

d. Team and self-assessment paper will be due on June 4.

General Information on Team Projects: An important objective of the team project is not only to receive a top grade but also to develop your skills in working with others on a team project. Effective groups will not only excel in meeting task objectives (developing a top notch written product that includes thoughtful analysis and workable recommendations) but also in meeting process objectives (effectively using the resources of group members, making sure different views are aired and dealt with, and having members believe that they would enjoy working in the group on future assignments)
Quality Of Work Life:
Implementing Human Resource Innovations in the Workplace
LIR 827

Ellen Ernst Kossek ♦
University: Michigan State ♦
Discipline: Labor and Industrial Relations

The organizations have agreed to reimburse student mileage for the project, which will probably be administered via Lil McLean office. Students must fill out a travel voucher before going and if possible only one car should be used for each trip. The idea is to please try to share rides with each other, so we can stay within our travel budget.

During the term, students will be collecting sensitive and confidential information. Because of this, students are asked to pledge that they will keep the identity of any individual’s comments made confidential. This implies that students will not discuss the specific details of this project with individuals outside of this class and will not use any individual names in sections of the paper when writing the report. It also implies that individuals interviewed will be given assurance that the individual identity of their remarks will be kept confidential, as data will be aggregated in the feedback.

Since this is a team project, all team members will receive the same grades unless the instructor receives a note in writing from some members of the team that this should not be the case. There are some suggestions for working on team projects that may be helpful:

a. Remember that the substantive work of the team must be balanced with the process work. Don’t forget that a team is only as strong as its weakest link.

b. Groups do need leadership to excel. This leadership can rotate or be shared during the term, depending on your members’ preferences.

c. Groups also need good followers to excel. Not everyone is comfortable or able to lead all of the time. Remember that solid citizen work, such as getting timely library materials, being prepared for meetings, attending all group meetings, etc. are necessary to successfully complete a task.

d. Although ideally, all level of effort invested in the project should be exactly equal among members throughout the term, realistically we all vary in the level of HR knowledge and ability we bring to the class, and the level of our outside class and other life commitments. Successful groups are able to create norms in which the balance of effort in the group is approximately equally shared among members by the end of the term; although there may be variation at particular peak moments in members juggling of responsibilities.

e. Successful groups are able to effectively assess the various resources that particular members bring and use these resources accordingly.

f. Useful tips for writing up your projects:
   1) Avoid ignoring the grading standard hints in this syllabus.

   2) Avoid uncoordinated division of labor (e.g., each member writes up their own section completely separately and then the leader staples them together for submission without proofreading or editing).

   3) Avoid unbalanced and unrealistic task distribution (e.g. giving one student the task of proofreading, editing, and synthesizing all components of the paper, the night before it is due).

   4) Avoid poor time management in completing the task (e.g. waiting to first meet until only a week before a key deadline of the project must be met or writing a long and beautiful introduction and waiting until two days before the paper is due to hastily write the last sections of the
Quality Of Work Life:
Implementing Human Resource Innovations in the Workplace
LIR 827

Ellen Ernst Kossek ♦
University: Michigan State ♦
Discipline: Labor and Industrial Relations

5) Be sure to use some of the assigned class readings and lectures (with citations when
appropriate) in your paper. Good papers have a blend of library materials and in-class
materials.

6) When in doubt regarding footnotes and bibliography, use the American Psychological
Association's A Manual of Style, Kate Terebene's (A Manual for Writers of Term Papers,
Other well known manuals of style for writing up your footnotes and bibliography. Citations
must be used when ideas are taken from published works.

7) Enjoy yourselves and be open to learning! By the time you have reached graduate school,
you have all attained a certain level of academic success in your lives.
Organization A:  
Development and Feedback of Employee Morale Survey in a Changing Organization 
Organizational Liaison: Ms. Betty Barrett, Ph.D. Candidate 

Project Objectives: The goals of the project are to design, administer and feedback a survey on current employee morale and climate in an organization that was effected by a takeover in the last five years and also has had an employee involvement program introduced to the firm in the past year. The project will focus on assessing:

- What are the key employee relation issues at Organization A? 
- How satisfied are members of the organization with their jobs, pay, their supervision, their work group functioning, their task and roles, etc.? 
- What is the overall morale and quality of work life of members? 
- Do members feel attached to their jobs, their work group, their company, their parent company? 
- What changes, if any, would members like to see made to improve climate? 
- How satisfied are members with the Team Concept that has been introduced, and how has it influenced members’ attitudes and behaviors regarding Organization A and their jobs? 
- In general, do members vary in their perspective on the climate at Organization A? 

Project Background: Recently Organization A has had the team concept introduced to the firm. One of the involvement teams, the Task Team for improvement of employee morale contacted Dr. Kossek to see if LIR 827 would consider developing the climate survey as a class project. Dr. Kossek and Betty Barrett, Ph.D. candidate visited the firm in January 1992 and a contract letter for a class project was developed. 

Method: In order to assist with the smooth administration of the study, organization A has formed a small (3-5) temporary liaison group (the task team on employee morale) that would meet with the MSU team several times over the course of spring term. On April 7, representatives of this group will visit the MSU class to introduce Organization A’s goals for the study and give background on Organization A. Students will develop and feedback a survey that will be distributed to the entire employee population at this 70 person Michigan company. 

Time Line (To be revised as needed):

April 7:  
Members from Organization A (e.g., liaison group or other designated individuals) visit Dr. Kossek’s MSU Quality of Work Life class to introduce study. If desired, top management is also invited to attend.

April 24:  
Meeting at Organization A with liaison group and other teams to consult regarding issues to be included on survey.

(Concurrent) April 8-22:  
Students will review current literature on employee morale and climate surveys to kelp in the development of the survey draft that is approved for administration. Students would also review any appropriate company background documents (e.g. annual reports, background on the team concept training, etc.) offered by Organization A.

May 1:  
Students bring a survey draft to Organization A top manager and liaison group for review and alteration as needed- signed letter from top management and Task Team on Employee Morale supporting survey also prepared and signed.
Quality Of Work Life:
Implementing Human Resource Innovations in the Workplace
LIR 827

Ellen Ernst Kossek ♦
University: Michigan State ♦
Discipline: Labor and Industrial Relations

By May 8: Survey distributed. MUST BE RETURNED TO MSU NO LATER THAN MAY 15, BUT HOPEFULLY EARLIER.

May 15-
May 28:
Student's analyze data and develop draft of feedback report.

GUIDELINES FOR ORGANIZATION A FEEDBACK REPORT
The feedback report should include the following sections:

1) 1-2 page executive summary that gives a snap-shot of the content of the entire study (Use of bullets is permissible and may be desirable)

2) A literature review on employee morale, climate, and quality of work life and the roles of employee involvement on these areas with examples where appropriate

3) A methodology section describing how the study was conducted

4) A situational analysis of the history of Organization A, as well as key events in the firm's life effecting climate, quality of work life and morale

5) Presentation and analysis of the data collected

6) Summary of the strengths and weaknesses of Organization A in the areas studied and recommendations for action, improvement, if relevant. In your recommendations section, an important part of your project's analysis involves considering alternative explanations and explaining your rationale for the recommendations or conclusions you develop

7) A plan with materials and schedule of a possible one day training session to feedback the results of the study and communicate the proposed recommendations to members of the firm. Your training program should be designed as a one day program that a senior executive might consider implementing in order to initially move the organization toward implementing your recommendations. Say what you would emphasize, how you would organize the day, and the devices you would use to help the group learn about and evaluate the ideas you will present. Your training session should include a description of seminar purpose/overview; agenda/schedule; description of events to be covered throughout the day; any handouts to be covered; and a brief appendix stating an action plan for the future training you might conduct as follow-up.

8) A complete bibliography and footnotes

9) Appendix of data collection materials and graphs.

(three hard copies of the paper and a disk on word perfect 5.1 should be handed in at this time)

May 28 -
June 3
Student liaison group members review the drafts. The Student liaison group prepares:
Quality Of Work Life:
Implementing Human Resource Innovations in the Workplace
LIR 827

Ellen Ernst Kossek ♦
University: Michigan State ♦
Discipline: Labor and Industrial Relations

1. Summary document that contains the best ideas of the proposals, and/or analyzes
the similarities and differences/pros and cons of the various ideas presented. In
addition to the summary document, the liaison group and any interested members
of the teams prepare

2. Overheads for presentation to feedback the results to Organization A on June 4.
Student liaison members will be graded on the quality of the summary document
they prepare for the group project grade.

June 4: Preliminary results are presented to liaison group (top management also invited) at
MSU. (Presenters are to be nominated by their teams). June 4 member participation
memos due in class.

June 12: Final feedback given to Organization A at 10:00 a.m. All employees would be invited
to attend a 1 to 1/2 hour meeting at Organization A. (Presenters are to be nominated
by their teams.) Students who commit to give feedback on June 12 are excused from
writing one class memo. I will need to know the names of who will attend no later than
May 8.
**Organization E:**

Assessment of the Rhetoric Versus the Reality of Performance Measurement, Recognition and Involvement in a Quality Driven Organization

**Introduction:** The purpose of the class project is to investigate the following issues:

- What is the rhetoric versus the reality of performance measurement and employee recognition at Organization E?

- What criteria do people currently believe are being used to formally and informally assess and recognize performance in their work unit?

- What are the performance and recognition criteria that they believe people should be evaluated and recognized on in their work unit?

- Do employees know what the business goals are for their unit? Do they believe that their performance is assessed and rewarded based on the achievement of these goals?

- Do employees believe they are encouraged to make suggestions on improvements regarding quality in their unit? If so, who do they believe are the chief customers served by their work? Do they get any feedback on how well their performance serves their customers? Should they? Do they believe employees should be evaluated and rewarded based on quality improvements?

- Do employees feel that it is part of their job to participate in decision making and show high involvement in carrying out their responsibilities? Do they believe that employees' performance is measured and recognized and rewarded for involvement? Should employees be recognized and rewarded for their involvement? If so, how, and what criteria should be used?

**Project Background:** In the past several years Organization E has become concerned with introducing TQM to the firm. Dr. Kossek has had on-going discussions with a former MLIR student and a Director of Quality and other senior organizational members since summer 1991, which ultimately resulted in this class project.

**Method:** Confidential interviews would be held with members of representatives from 3 locations, one that is a division headquarters, one that is a startup facility and one that is a unionized location. The individuals chosen for individual interviews would be randomly selected and would represent a cross-section of employees at each location. All interviews would be confidential and all employees would have the right to refuse to participate in the study if they so desired. A minimum of ten employee interviews (and a maximum of 20 since 10 alternates will be selected) will be conducted at each facility. In addition, interviews should be scheduled with at least one HR manager and a senior line manager at each facility. Interviews might also be arranged with members of the Continuous improvement team. The interviews will generally take place at the company April 7: Members from Organization E visit MSU.

April 8-22: Students review current literature on recognition and performance measurement at World class companies in the published literature. If possible, students would attempt to gather information on performance and recognition indicators from such companies
as Toyota, Milliken, Xerox and other highly recognized firms. Students would also
review any appropriate company background documents on these topics offered by
Organization E. Students draft of interview guide reviewed by Organization E liaison
group prior to the start of data collection.

By April 20: Deadline to fax questions to Organization E contacts (John H./ Mark K.)

April 24 - May 15: Data collection and interviewing of Organization E representatives.
Probable team visits will be scheduled on April 24 at headquarters and start-up only
(no visits on this date to unionized plant). Interviews will be scheduled at all three sites
(headquarters, start-up and unionized plant) on May 1 and May 8. May 15 will be used
to scheduled interviewing if needed.

May 8-May 28: Each team of students analyzes data and develops draft of feedback report.

GUIDELINES FOR ORGANIZATION E FEEDBACK REPORT
The Feedback report should include the following components:

1) 1-2 page executive summary that gives a snap-shot of the content of the entire
study (use of bullets is permissible and may be desirable).

2) A literature review on total quality management, and the role of performance
measurement and employee involvement and recognition in quality driven
organizations possibly with examples from other world class firms.

3) A methodology section describing how the study was conducted.

4) A situational analysis of the history of Organization E, as well as key events in the
firm's life effecting employee involvement, recognition, and performance
measurement at the firm.

5) Presentation and analysis of the data collected.

6) Summary of the strengths and weaknesses of Organization E in the areas studied
and recommendations for action, improvement, if relevant. In your
recommendations section, an important part of your project's analysis involves
considering alternative explanations and explaining your rationale for the
recommendations or conclusions you develop.

7) A plan with materials and schedule of a possible one day training session to
feedback the results of the study and communicate the proposed recommendations
to members of the firm. Your training program should be designed as a one day
program that a senior executive might consider implementing in order to initially
move the organization toward implementing your recommendations. Say what you
would emphasize, how you would organize the day, and the devices you would use
to help the group learn about and evaluate the ideas you will present. Your training
session should include a description of seminar purpose/overview:
agenda/schedule; description of events to be covered throughout the day; any
handouts to be covered; and a brief appendix stating an action plan for the future
training you might conduct as follow-up.

8) A complete bibliography and footnotes.

9) Appendix of data collection materials and graphs.
   (three hard copies of the paper and a disk on Word Perfect 5.1 should be handed in at this time)

May 28 - June 1: Student liaison group members reviews the drafts. The Student liaison group prepares:

1) Summary document that contains the best ideas of the proposals, and/or analyzes the similarities and differences/pros and cons of the various ideas presented. In addition to the summary document, the liaison group and any interested members of the teams prepare

2) Overheads for presentation to feedback the results to Organization E on June 2.

June 2: Preliminary results are presented to liaison group. (Presenters are to be nominated by their teams).

June 4: Self and team assessment memo due.

June 11: Final feedback given to Organization E. (Individuals are to be nominated by class.) Students who Commit to give feedback on June 11 are excused from writing one class memo. I will need to know the names of who will attend no later than May 8.
Quality Of Work Life:
Implementing Human Resource Innovations in the Workplace
LIR 827

Ellen Ernst Kossek ♦
University: Michigan State ♦
Discipline: Labor and Industrial Relations

Class Schedule/ Assignments:

April 2
Introduction to LIR 827
Reading Assignment:
1. Lawler pp. 1-43
2. Weisbord pp. 50-87

April 6
Class List and Team Assignments Posted in a.m.

April 7
Client visits
Organization A (Organizational Climate Project) (Meet in 104 South Kedzie Hall)
conference room by elevators)
Organization E (Performance Issues in a Quality Driven Organization Project) Meet in
134 North Kedzie Hall
Reading Assignment:
1. Weisbord, pp.88-177

April 9
Overview: The Idea of OWL


April 14
Guest speaker - Don Power. Federal Mediator: Assessing the Feasibility/possibility for Introducing Joint Labor Management Committees in Organizations
Reading Assignment:
1. Lawler: Ch. 8


DUE: Team Work Distribution Plan

April 16
Organizational Diagnosis and OWLFacilitating Organizational Learning and Continual Self Design Via Process Consultation
(Please bring these readings to class, as I will refer to them a lot during our discussion.)


3. Assorted handouts: Things to Think about before entry, Strategic Issues in Data Collection, Things to keep in mind in Collecting Data, Organizational Diagnosis, Building a Good Interviewing Relationship, Stimulating Discussion, Probing, Sample Interview Guide, empathic organizational questionnaire design.


DUE: Organizational Diagnosis of Peoples National Bank Memo

April 21
Hierarchy and Power: Management. the Work Process and the Control of Work
Reading Assignment:


IN CLASS SIMULATION: POWER LAB

April 23
Managing Participation: Situational Leadership Views Versus Moral Imperative Perspectives
Reading Assignment:


3. Sashkin, M. "Participative Management is an Ethical Imperative, Organizational Dynamics, 1984, 5-22.


DUE: Participative Leadership Self Assessment Memo: Bring Memorandum to class with printouts.

April 28 Guest speaker - Susan Stoneback, Kepner Tregoe, Organizational Development Issues Related to Collecting Data and Feeding Data Back to a Client Organization Reading Assignment:


3. Weisbord, M. p. 183-295, 351 box

April 30 Assessing Organizational Change and Resistance to Change Reading Assignment:

1. Weisbord, M. p. 296-336


4. Argyris, C. Overcoming Organizational Defenses: Facilitating Organizational Learning, p. 12- 24; "Human Theories of Control: Skilled incompetence

May 5 Designing Work That Fosters OWL: Creating Effective Work Groups Reading Assignment:

1. Lawler: CH. 6, 7

Quality Of Work Life:
Implementing Human Resource Innovations in the Workplace
LIR 827

Ellen Ernst Kossek
University: Michigan State
Discipline: Labor and Industrial Relations


DUE: Job redesign and work Group Memo

May 7
Guest Sneakers: Al Strausbaugh and Bruce Horan. GTE Valenite Managing the Introduction of Cells (Team) Organizational Development and Self Management in an Existing Organization
Reading Assignment:

May 12
The Paradox of OWL: Managing the Conflict it Can Promote
Reading Assignment:
4. Argyris, C. Overcoming Organizational Defenses: Facilitating Organizational Learning, chapter 4, 7

In Class: Conflict Resolution Simulation

May 14
Guest speaker: Mary Jenkins: Total Quality Management Director. Human Resource Planning General Motors
2. AT Kearney, Creating the Environment for Total Quality.
3. Toyota TMM Member suggestion handbook.
May 19

Managing Participation Across Cultures
Reading Assignment:


May 21

Designing Appraisal Reward and Performance Systems to Support OWL
Reading Assignment:

1. Lawler: Ch. 9


DUE: HR Systems Peer evaluation memo

May 26

The Role of Feedback Mechanisms. Communications Programs and Training and Development
Reading Assignment:

1. Lawler, Ch. 5


DUE: Harvard Morale Survey Memo

May 28 Greg Hacias. Director of Personnel SATURN Corp
Reading Assignment:

1. Lawler, ch. 10, 11, 12

DUE GROUP Papers in class

June 2 Organization K Client Visit: Preliminary Feedback given to Liaison Group
Reading Assignment:


June 4 Organization A Client Visit: Preliminary Feedback given to Liaison Group
Reading Assignment:


Team assessment papers due

June 11 Organization K on site feedback visit
June 12 Organization A on site feedback visit