

AGENDA

- 9:00 Overview of objectives and agenda
- 9:15 Planning demonstration and debrief
- 11:15 Employee involvement concepts and options
- 12:30 Lunch
- 1:30 Case example: Caterpillar tractor "genius at work"
- 2:00 Barriers to employee involvement and strategies to overcome
- 4:00 Union-management cooperation
 - three-legged stool model
 - collaboration steps
- 4:30 Case example: Corry Jamestown area labor-management project
- 5:00 Close

OPERATORS--DURING PLANNING

Assigned roles

Operate by consensus

working norms developed

Started to get paranoid

Isolated, no communication from planners

Suspicion, skepticism about planners

Started to protect ourselves

Developed private communication system

Establish control, define our rights

Spent time trying to figure out what the task would be

Made assumptions about task to be performed

Hypothetical procedures about what task might be

Getting ready type of things

Decision making strategies

Participation options

Hypothesized about how we would be evaluated

Feeling of uncertainty

Trying to figure out the dimensions of the task

Felt lost without knowing what task was and not motivated as a result

Team A motivated, as communication, planning occurred motivation increased

--had something to work on

Vaccilated about planners--feelings towards them

Concerns about planners and constraints they may be operating under

Observers

Tension

Concern about quality of planners' work

Felt helpless; "function as machines"

Concentrated on teamwork processes

Became aware of ways that they could sabotage; some suspicion about possible plots against them

"Like sitting here on hot coals"--not knowing what is going on

Risk, concerned about risk, and not being able to do the task

Worried that this might not be for them
Set up a lot of contingencies
Anxious, frustrated, nervous, confused
Started to take care of each other
Good teamwork

OPERATORS--DURING INSTRUCTION

Good overall scheme; clear
Ran out of time
Made some assumptions about what they could and could not do
Knew the objectives
No opportunity for questions, clarification, etc.
Felt some sense of teamwork with planners
Written instructions thrown at them
Some mistakes in the instructions and therefore didn't know what to do
Motivated to achieve once they know planners had failed--at beginning
Pessimistic but willing to try
Misunderstood first step and couldn't correctly complete the task

OPERATORS--DURING ASSEMBLY

Worked well together
Low motivation
 --decreased as time went on
Felt like it was a waste of time
Gave up
Terms in instructions that we didn't understand
Tension increased
Tried different strategies
Lacked confidence
Momentary dismay
Motivation went up and down
High frustration level
Tried to get any type of input from planners
Decided to do it their own way
Decided to define the goals themselves
When team broke down they tried individual effort
Blamed and felt about themselves at end

PLANNERS--DURING PLANNING

Tried to figure out what we supposed to do
Made some assumptions
 --can't give written instructions
 --operators knew what the goal was
 --someone else would bring in operators
 --we understood instructions
 --they will know geometric terms
 --can't show blank diagram (against rules)
 --25 minutes for planning
 could not assemble
 could not involve
Confusion
Some members started working on the task independently
Pressured for time
Struggled with writing instructions and describing terms
Very task-oriented
Focused on specifics and had trouble seeing the big picture
Worried about overall approach for instructing doers, but didn't spend time doing that

Tried to give them the minimum they would need to accomplish task

- due to time constraints

In beginning, random suggestions about what we would do

High confidence about own plan

Didn't consider the operators very much

- readiness

- motivation

- understanding

- training

- ability to bring them in

- their feelings

Didn't pay attention to rules that were there and made assumptions about ones that weren't there

PLANNERS--DURING INSTRUCTION

No plans for the instruction process

How will instructions be presented (e.g., oral or written)

De-motivated when there was no time to instruct

Realized instructions wouldn't be adequate

- became frustrated

- apologetic to operators

Oriented doers to goal

PLANNERS--DURING ASSEMBLY

Total frustration

Feeling guilty

Withdrew; gave up

Admiration for doer's ability to go ahead and motivate themselves

Later realized things they could have done (e.g., bring doers in at beginning during planning)

- how to make the task easier for the doers

RESULTS

<u>Team</u>	<u>Assembly time</u>
A	infinite
B	infinite

NORMS

Average = 15-20 minutes

Best = 40 seconds

Worst = infinite

FACTORS ASSOCIATED WITH BEST PERFORMANCES

Not limited by assumed constraints

- roles

- rules

Early involvement of the doers

WHAT ARE THE BENEFITS OF EARLY INVOLVEMENT?

- Alleviates suspicion
- Not making assumptions
- Time to interact, clarify, understand
- Doesn't waste doers' time or alienate them
- Blending roles; one team
- Clearer instruction
- Rehearsal opportunities
- Synergy
- Knowledge of limits
- Instruction to match ability
- Builds trust, commitment, more ideas, creativity

WHAT ARE THE BARRIERS TO EARLY INVOLVEMENT?

- Want to have everything figured out before bringing others in--have it perfect
- We focus on what we cannot do
- Assume that sharing power loses it
- Want to maintain control, especially when not going well
- Assigned roles taken seriously
- Fear of losing face or being deviant
- Physical separation
- Planners plan and doers do--different roles and assumed abilities
- Too risky to involve others when it is uncertain
- Takes away importance of your role
- Risk new idea, different from planner's

EI OPTIONS

- Task forces
- Steering committees and advisory groups
- Staff meetings and work group meetings
- Suggestion box
- Ideas encouraged through
 - one-on-one listening
 - open door
 - recognition
 - now norms
- Gainsharing plans
- Group brainstorming and problem-solving session
- Contests and rewards
- Social events and parties
- Newsletters/written surveys
- Management by wandering around
- Union involvement
- Self-managed workgroups
- Open offices
- Communication programs and sharing business information
- Job exchange
- Training
 - attending
 - design and delivery
- Goal-setting
- Performance feedback
- Team building
- Survey-feedback meetings
- Councils
- Interface teams
- Bragging sessions

BARRIERS TO EMPLOYEE INVOLVEMENT--HOURLY WORKERS

Waste of time
More responsibility--no more rewards
They don't feel that they have the ability/proper training
Think nothing will happen as a result of their efforts
Immediate supervisors are authoritarian (!)
Overall climate viewed as non-supportive
Same type of intervention has failed before in organisation
Project too **BIG**--beyond their ability
Cultural/social barriers may be too large
Improper orientation--participants don't see the big picture
Could be viewed as "just another program"
Lack of positive feedback
Lack of trust (!)
Status quo seen as "just fine" so why the heck should we change
Seen as interfering/conflicting union views
Perceived as working yourself out of a job
Hourly workers don't trust motivation of top management
No compensation for extra work done on their own time

STRATEGIES FOR OVERCOMING BARRIERS IN HOURLY WORKERS

Provide proper/adequate
--orientation
--training
--education
--commitment from management (involve mgt. closely)
--assessment for intervention
Use team-building techniques to create more receptive environment
Extra time and responsibilities must be compensated for and agreed upon by overtime or recognition/profit share/etc.
Provide immediate feedback
--about productivity increases, etc.
--about ideas/how implemented/used
--future plans to use their ideas
Provide feedback or overall information about company and industry
Make positive feedback public
Managers have open doors or similar method of accessibility
Get union involved in QWL/while maintaining bargaining status
Provide dissatisfaction with status quo by
--opening up the books
--provide a better vision of the future
Start them with a win/win situation
Tie success/credit to management
Help management to become more open-minded--as described by other group "it's not our job!!"
Use survey of hourly workers about how employee participation should occur--what will happen
Involve management in actual presentations to employees about the importance of their participation
Enhance social interaction--lunches, breaks, job exchange--boss for a day
Provide plan for those people that may lose jobs as a result of increased productivity via career planning/placement services/job redesign

BARRIERS TO EMPLOYEE INVOLVEMENT--FIRST LINE SUPERVISORS

Effect on production quotas
Not enough information

Lack of confidence in organizational structures' ability to support EI
Fear of resistance at hourly level
Risk-taking not encouraged to organization
Supervisor has a low-risk profile
Individual philosophy--autocratic vs. democratic
Prior experiences within organization and outside organization
Control of information flow
Distrust of management
Lack of training
Distrust of purpose
Been burned before
Concern for loss of job
Employees may come up with better ideas (ego)
Don't subscribe to basic assumptions
Afraid of information disclosure
Added responsibility, work, time commitments
Loss of power/authority
What's in it for me?
Does not feel need for change
Change in role definition

STRATEGIES FOR OVERCOMING BARRIERS--FIRST-LINE SUPERVISORS

Early involvement
Solicit input
Emphasize voluntary aspect
Implement in area of current change
Use pilot project group
Let them see and talk to successful peers in other organizations
Do workshops (provide information)
Provide higher-level responsibilities (job enrichment)
Provide training
 --facilitation
 --interpersonal communications
 --problem-solving techniques
Role clarification
Show by example that production will increase
Higher level role modeling
Identify specific reward contingencies and reinforcement, e.g., low-risk profile person
Incremental involvement for "doubters"--set them up for success in small steps
Team-building
Realistic participative goal-setting
General developmental process
Identify company resources to support EI effort

BARRIERS TO EMPLOYEE INVOLVEMENT--MIDDLE MANAGEMENT

Threatening--fear of power loss
Fear of loss of job
Fear of role redefinition
 --new responsibilities without adequate training
 --loss of responsibilities
 --additional unpleasant tasks
Lack of belief in abilities of subordinates to assume responsibilities
Lack of trust in commitment to organization on the part of lower levels
Fear of appearing incompetent to superiors
Belief that EI will just be more work without personal payoffs
Loss of time needed for other tasks
Lack of belief in top management commitment
Belief that top management won't know how to use or follow through on information gained

Posturing by middle management without real commitment
Status loss--belief that subordinates aren't capable and no desire to raise them to middle management level
Lack of knowledge of their new role
Loss of control--but still held accountable

STRATEGIES FOR OVERCOMING BARRIERS--MIDDLE MANAGEMENT

Build in reward and recognition systems to show organizational commitment
Involve top management in training and implementation
 --at levels below middle management
 --top management role modelling
Team-building
Train them with new skills to expand their capability to take on higher positions
Build status gains into R & R system to counteract skepticism
Encourage risk-taking and don't punish mistakes
Training
 --middle managers on EI concepts and methods
 --on benefits of EI to them and to organization as a whole
 --on their new role in process
Provide them with successful examples from other organizations
Create successful implementation--pilot project--within home organization by starting where people are open to it
Show potential negative results if not implemented
Assure sufficient time for implementation
Assure sufficient resources are allocated to succeed
Provide safe environment to practice new skill (e.g., training, setting)
Involve middle management in developing criteria by which success will be evaluated

BARRIERS TO EMPLOYEE INVOLVEMENT--TOP MANAGEMENT

Comfort with the system and status quo
Lack of knowledge is to what E.I. is, let alone its potential benefits
Power to lose; adversely affecting your image
Financially risky
Risk for stockholders and other people the company is responsible to
Potential loss of security
Lack of trust for employees
"Nature of individuals"
 --theory X
 --employees not to be trusted
Possible role change
Awesome value shift
 --personality conflict
No motivation to change
No knowledge about how to change
Organizational structure
Lack of a role model
Fear of failure
Fear/resistance to change
Employee's view of management is negative (e.g., lack trust in top management)
Cost time, cost effective, lack of resources, etc.
Union relationship
No communication channel set up to support EI
Geographical/physical barriers
No clear perception of potential benefits
Have tried something similar before, and it didn't work
Lack of peer support
Negatively viewed by peers

STRATEGIES FOR OVERCOMING BARRIERS--TOP MANAGEMENT

Show them that EI will be cost effective

- research
- companies where it has worked (field visits)
- case studies

Lessen risk by starting a pilot project first

Set up specific goals for EI

- improve profits
- solve problems (production, interpersonal)
- decrease absenteeism

Be realistic in time it will take and time for results to appear

Be specific about what their role will be and what responsibility will be

Give top management a "hollow square experience" and start a pilot group with them

$p(\text{change}) = f(a, b, d) > c$ -----> show them this

Redefine power

Session to deal with fears

Increase their knowledge/awareness of EI and how it might fit into their particular organization

Introduce or supply a menu of EI techniques and describe which ones are more palatable to them and their company (be conscious of terminology that promotes aversive reactions)

Union involvement and other "key" groups early

Reward and recognition for implementing EI

External consultant working with top management

Set up an interface group if needed

4/5/85 Consulting Skills Workshop
Planning for Change and Earning Commitment

Objectives

- To understand:
 - why people resist change and how
 - common reasons for failed change
 - strategies for successful change
 - models for planning and managing change
- To learn a specific technique for analyzing commitment needs
- To learn specific strategies and tactics for earning needed commitment for change efforts
- To apply commitment analysis and change planning techniques to field projects

AGENDA

- 9:00 Introduction
- 9:20 Analysis of unsuccessful change
 - selection of case examples
 - individual analysis
 - small group analysis of common reasons for failure
 - small group analysis of strategies and tactics for successful change
 - small group reports
 - judging of best outputs
- 11:20 Models for Planning Change
 - Gleicher's formula
 - Lewin: Unfreezing and forcefield
 - S-curve for diffusion of innovation
 - Kubla-Ross model for negative change
 - positive change responses
- 12:30 Lunch and readiness analysis
- 1:30 Return
 - Commitment model
- 2:30 Application of commitment needs analysis to field projects
- 3:00 Break
- 3:10 Strategies for earning commitment and managing successful change
- 3:45 Application of strategies to commitment needs in field projects
- 4:30 Team reports and input from large group
- 5:00 Close

COMMON REASONS FOR FAILURE

- Inconsistent change policies--drastic changes made by management as a result of unanticipated effects
- No buy-in from important stakeholders
- Unrealistic expectations
- All or none--rather than gradual change
- Lack of proper training for people required to implement change
- Lack of recognition for resources needed
- Change too difficult for people to understand
- Lack of ongoing feedback
- No predetermined evaluation period/procedure
- One-way communication
- No anticipation of time for intervention to take effect
- Resistance to change from employees--handled improperly
- Employees' opinions not valued
- Management disagrees on goals/objective
- Change effort inconsistent with organizational culture

- Lack of ability/knowledge on part of change agent
- Insufficient or inaccurate needs assessment
- Lack of clear goals/objectives
 - conflicting goals
 - poorly communicated
 - self-serving
- Lack of employee participation in goals assessment, etc.
- Problem never agreed upon
- No assessment of readiness for change
- No anticipation of related effects
 - ripple effects
- No buy-in from people who will be affected
- No elicited involvement
- Bad timing
- Done too quickly
- No assessment of need for change, or how it might affect people
- No analysis of resources needed and available for implementation
- No reasons or incentives given for change
- People treated with no consideration
- Tunnel vision
- No evaluation of potential problems and no anticipation and/or contingency plans to deal with expected problems
- Objectives of change not clearly communicated
- No analysis of need for or provision for training
- No clear structure or guidelines for implementation
- No consideration for economic, social, and political implications of change for people involved
- Informal communication structure not considered, i.e., no commitment from opinion leaders
- Didn't evaluate similar changes in similar organizations. If they had, they should have considered tailoring change effort to specific organization's needs.
- No thought given to whether change effort would be better than no change at all
- No communication bridges throughout organizational hierarchy
- Reason for change was different than stated reason (explicit and implicit reasons)
 - hidden agendas
 - self-serving motives
- Lack of commitment on part of key people needed to make change
- No need assessment prior to change
- No planning or inadequate planning
- No or inadequate evaluation
- Top-down imposed change
- No information gathered from people with most knowledge
- No role clarification
- No coordination
- Unrealistic objectives (human factors and performance ignored)
- Leadership style not conducive to change (coercive vs. referent)
- Focused on short term solutions
- Past history not taken into account
- Organizational circumstances promoted in-group/out-group--lack of cooperation
- Satisficing [?] on solution used
- Needs of everyone not considered or met
- No effective communication channels set up
- Potential loss of power and status by affected workers
- Didn't utilize human resources
- Not responsive to problems

WHAT WOULD YOU DO DIFFERENT NEXT TIME

Goals:

- problem statement clear and actionable
- establish objectives and goals for change effort based on stated problem
- have realistic goals and objectives--considering available resources
- agreement and buy-in/commitment by those who will be effective
- clarify role expectations and assign roles (especially to assign a coordinator)

Communication:

- establish a structure for communicating utilizing organization structure
- encourage participation and input by all effected
- two-way communication (validation of information)
- provide feedback--timely

Planning and Evaluation:

- needs assessment prior to change
- gather information from people with the most knowledge
- look for long-term results
- plan a mechanism for team building
- establish and maintain on-going evaluations
- action planning
- time tables
- establish a mechanism to deal with problems as they arise
- establish rewards for success, risk taking and meeting goals
- plan logical ties between authority, responsibility and accountability with respect to decision making
- utilization of evaluation data in future decisions--process and task

Gear change towards shared goals or concerns

Begin with adequate needs assessment/evaluation of problem involving at all levels

Ensure mechanisms for two-way communication are in place

Agree on common action plan

Identify major decision makers

Clarify roles and goals

Anticipate who will be effected by change, and how

Agree on pre-determined evaluation procedures

Allow time for change to take effect

Agreed upon realistic time frame

Use only qualified change agents

Anticipate and implement policy and procedure changes

Remember that change is ongoing process

--not overnight

--make change as gradual as comfortable for organization

Anticipate resistance and be prepared to handle it

Beware of cure-all interventions

Realistically evaluate resources needed

Be sensitive to individual needs-goals

Has this been done before?

--inside or out of organization

--i.e., how have similar problems been handled

Be sensitive to needs of customers--impact

Install process for ongoing feedback

Learn from past mistakes

Ensure needed resources--human, material, etc.

Educate everyone involved about the process

Properly train/prepare people involved to carry out change

Encourage risk taking/learning by employees

--don't penalize for mistakes

Encourage role modeling by management

Flexibility to change with needs of organization
Elicit employees' ideas and support from very beginning
Clearly define problem and communicate it to everyone
Assessment of need for change openly
Planning done openly with detailed change steps
Understand "ripple effect" of change--plan for it
Prepare for psychological effects that people will naturally have when facing change
Give employees support and adequate time to adjust
Realize and communicate that change is a process and not a product
Put into place an ongoing plan for evaluation and modification of change process
Change should be done slowly and in stages involving everyone all the way through
Utilization of best resources available
Utilization of most influential human resources--rather than most powerful, i.e., opinion
 leaders
Create atmosphere in which employees will realize the growth and benefit of the change for
 themselves
Provide incentives for employees' additional workload
Allow people to fail
Encourage risk-taking
Provide training and moral support
Correct timing
Introduce change at right levels of organization

5/3/85--CONSULTING SKILLS WORKSHOP

Problem-Solving in Groups

<u>Step</u>	<u>Technique</u>
Problem selection	Group chooses from management menu
Problem definition and analysis	S-T-P analysis Force field analysis
Solution generation	Brainstorming
Solution evaluation and selection	Criteria development Evaluation against criteria Voting or consensus
Proposal/approval	Proposal formulation outline
Action planning	Action plans (simple)
Implementation	0
Evaluation	0

5/3/85--ACTION PLANS

1. Form Task forces to refine analyses and develop recommendations in these areas 5/3 - 6/14

Byron (Ali, Brian, John, Mohammad) a) Curriculum for 85-86

Tony (Lee, Steve) b) Field projects for 85-86

Michelle (Marilyn, Pat) c) Program management
2. Committees present needs analysis and recommendations to H.H., M.R., S.K., M.P., R.D., & S.P. Mid-June
3. Marilyn, Tony, Byron conduct a strategic analysis, program evaluation, and program design for I/O program beyond 85-86
--for credit
--supervised

PROBLEM/OPPORTUNITY

We have the opportunity to define, design, and evaluate the 1985-86 practicum experience for second year I/O students.

Practicum experiences for 85-86

Who will supervise?

Project options?

Who is responsible for developing the opportunities?

How to publicise in community?

What criteria for selecting or establishing projects?

Who will review final reports?

Committee?

Report requirements?

Internship possibilities?

How can community contacts be maintained for future?

Who responds to company or organizational requests for student assistance?

Also perceived as follow-up opportunities in current placements.

How to evaluate learnings from project and future training needed

CURRENT SITUATION

We do not have a project advisor
Projects are required for program completion
Lack of clarity re
 --scope of project (length, intensity)
 --investment of student time
 --investment of advisor time
 --criteria for appropriate project
 graduation requirements
 vocational goals
 learning objectives
 department standards
 useful to organization
Don't know how to design a successful project
Don't know potential resources
Don't know our role in identifying and selecting projects
We don't know status of review committee
We just learned about requirement for committee project approval
We don't know how committee members can be selected
Many individual definitions of projects exist
 --internship
 --research
 --individual or group
No continuing liason exists between organizations and program
We need more public relations re potential projects

TARGETED SITUATION

Project advisor/s who is/are committed to program
 --has business contacts
 --I/O background
 --structured availability of time
 --research background
Clearly written description of project criteria/guidelines
Projects matched with students' skill levels and career goals
Resources are identified, well-known and available
Clearly defined committee structure and roles
 --student have clearly defined role
 --list of possible committee members
 --student choice of members
Have opportunity to benefit from former students' experience with second year projects
Choice of projects negotiable between students and advisor
Advisor responsible for
 --targeting possible projects
 student option to develop own projects
 --assist student in identifying learning objectives
 --assist in developing evaluation
 --maintaining contact between business community and department
 --structured supervision (time committment)
 --periodic progress review (flexible and negotiable)
 --sequencing of projects will be a building process

HELPING FORCES

Robyn Dawes is supportive (department head)
Myron Rothbart is supportive (incoming department head)
Students are motivated
Secon-year students--good resource
Potentially, Harold can
 --provide contacts
 --written information (guidelines)
 --identify potential advisors
Potential projects have been identified by students
Current students are a valuable resource
Ample time to assess individual needs
Susan Glaser--Speech/Communication Department
Susan Phillips
Prior committment by department to projects
University offers valuable resource
Some budgetary committment
Organizations in community have had positive experience with projects done by I/O students
Local economy has need for project services

HINDERING FORCES

Time--decisions needed soon for 85-86 year
Budget restraints
Student ambivalence
Harold has new direction--restricts time committment
Lack of information in Psychology Department
 --poor communication
 --effort
 --experience with applied psychology
No appointed individual accountable for projects
No opportunity for transition training of new director
Program goals differ from department goals
Students not equipped to deal with substantial shift in project criteria/design
No way to field potential inquiries by businesses regarding projects
Communication among students is difficult
No clearly defined program goal
Lack of continuity and consistency

POTENTIAL SOLUTIONS OR PROPOSALS

- Two advisors with different responsibilities
- Form a student committee to provide input into solution of problems
- Structure a process for obtaining feedback from former students
- Locate and contact faculty who are interested in program
- Implement student goal-clarification process
- Request from department/Harold written information re second year project
 - criteria
 - implementation
 - evaluation
- Access program evaluation reports
- Facilitate transfer of information from Harold to Rothbart
- Identify interim advocate
- Develop summer project/internship with Psychology Department to
 - develop goals, guidelines for projects
 - initial marketing
 - identify potential research/projects within department
- Establish minimum of one GTF position to be linking pin
- Look at ways our projects could generate money for department/university
 - solicit donations from Cl. Org.
- Tap research grant money
- Develop I/O library to include
 - all previous project reports
 - journals
- Develop network with other I/O programs nationwide
- Full-time member hired
- 3 GTF's
- Summer task force to develop guidelines and criteria for future projects
- Survey previous students/clients
- Hire full time business advocate
- Collaborate with Business Department to develop marketing strategy
- Joint Business--I/O projects
- Establish student phone network
- I/O box or office
- I/O secretary/answering machine
- Develop internships
- Faculty/student task force to study ways projects/research in two-year program
- Student committment to identify project goals for 85-86 (also faculty)
- Solicit faculty involvement in planning process
- Take part of Harold's class to continue group process planning for projects

PROPOSED EVALUATION CRITERIA

1. Specifically focused on problem
2. Feasible
3. Within our resources
4. Sufficient student committment
5. Benefit for cost

Most promising solution alternatives	CRITERIA					Votes	Total	Rank
	1	2	3	4	5			
1. Develop summer project	Hi	M-1	M	Hi	Hi			
2. Locate interested faculty	Hi	Hi	Hi	M	Lo			
3. Get written project guidelines	Hi	M-1	Lo	M	Hi			
4. Use second year students as resource	Hi	Hi	Hi	Hi	Hi			
5. Committment fr. Dept re: Advisor status	Hi	M	M-h	Hi	Hi			
6. Student committee	M	Hi	Hi	M-1	Hi			
7. I/O library incl. all project reports	Hi	Hi	Hi	Hi	Hi			
8. Develop 2nd year project list	Hi	M	Hi	M	M			
9. Establish conmo. process (summer etc)	Hi	Lo	Lo	?	Hi			
10. Facilitate info. transfer (May-June)	Hi	Lo	Lo	Hi	Hi			

PROBLEM/OPPORTUNITY

Accountability for Program Management

Who will have the authority and accountability to determine whether program requirements are met?

- approval of waivers?
- practicum project evaluations

What is the department and the university's responsibility for

- education of current students
- education of students who do not finish in 1985-86

What will the students' role be in influencing department policies and decisions?

- faculty/director search
- structure for shared learning
- representative committee

Who will champion our cause in the department?

Who will be responsible for responding to placement requests?

How will courses and teaching be planned and supervised?

- coordination of teaching with program management

How do we influence/have clout for department decisions?

Education of psychology faculty

- our needs
- program purpose, etc.
- their role and responsibilities

Who will arrange for placements?

Who will help with

- course advising?
- job search advising?
- career development?

CURRENT SITUATION

Where is no program director for 85-86

unknown provisions are made for "search" in 86-87

direction of programs is unknown

will it be research or practical oriented?

University responsibility to the program is not defined for students

Department responsibility not defined for students

Students don't know who or where to go for waivers, course selection, practicum supervision and approval/advising

No advocate for the I/O program in the psychology department

No established procedure for students to have decision-making input for the program

No one identified to coordinate core classes, schedules

No one identified to help select and supervise practicum

No one to handle placement requests for practicums

No one to handle job placement and career development

Psychology Department does not have accurate perception of the I/O program students' curriculum

TARGET SITUATION

1. That someone be responsible for and accountable for the following functions
 - coordination of classes and schedule
 - placement requests for practicums
 - approval of waivers and practicums
 - job placement and career development
 - advocate for I/O program to Psychology Department
 - supervision of projects
2. Stated philosophy and direction of I/O program in writing
 - define balance between research and application
 - to what degree will students have flexibility in designing program to meet their needs
3. Stated policy outlining the responsibilities of the department and university to the I/O students regarding
 - granting of degree
 - providing needed courses
 - faculty support
 - supervision of projects
 - supervision of personal development within program
4. A defined procedure for students having input into program
5. Accurate perception of I/O program requirements, curriculum and objectives
 - communicated clearly to faculty, students, and community

HELPING FORCES

1. Target #1--somebody responsible
 - Posner, Keele supportive
 - integrity of university community
 - stated departmental policy
 - demonstration of commitment by I/O students
 - demonstration of I/O student competence
 - number of students currently enrolled in I/O program
 - input and recommendations from Harold Hawkins and Susan Phillips
2. there is growing interest in support for a research person
 - compromise spirit among students
 - obvious student willingness to be involved in the process
 - university personnel who have been involved are supportive
 - continuing calls from community and university asking for services of I/O program
3. Current students who will be second year I/O students
4. Graduates of I/O program who don't want to have graduated from defunct program
5. Current student efforts to define program will help trigger search for a director for 85-86

HINDERING FORCES

1. Lack of knowledge of I/O students about governance and politics within university and department
2. Currently I/O program doesn't bring in money for research
3. Short time constraints (esp. Harold leaving)
4. Negative stereotypes of faculty and students
5. Limited faculty experience with tasks as described
6. Job as described is too large for one person
7. Lack of motivation and time to be involved in this process
8. Heterogeneity of students' needs
9. Being applied program in research university
10. Values and goals of this program differ from those of department
11. Competition for limited money resources
13. No self-identified advocate to champion I/O cause
14. No first year I/O students for 85-86 academic year

SOLUTIONS

Give presentation based on this workshop

- written report
- live presentation

Students design an advisory comprehensive program including curriculum, graduation requirements, number of faculty, faculty assignments, description of projects, etc.

Have student committee to collaborate with faculty on refinement and implementation of proposed project

Use 1985 Program Evaluation results (Runkel)

Annex the program and start our own university

Develop our own I/O Department

Consider developing an interdisciplinary program

Change norms of whole Psychology Department

Bring in money to department with contingency that it be used for applied programs

Develop research proposals and contacting faculty members for grant-writing assistance

Restructure whole reward system for faculty

Have a sit-down strike in front of Dawes' office

Call a press conference with

1. Emerald
2. Guard

Put on a presentation demonstrating program skills and knowledge

- give presentation on projects
- invite faculty to feedback presentations of projects
- write up reports of practicum projects and beneficial results
- have them identify a problem--we facilitate problem-solving process
- offer to facilitate faculty meeting

Have meeting of all I/O students to select representative(s)/liasons to department and university to gather more information on what is happening within department and I/O program

Have meetings with representatives and department to establish agreed methods for two-way communication

- define requirements, curriculum, directives
- give faculty/students accurate description of the above

Clearly, specifically

- identify roles
- define roles } relative to I/O program
- assign roles

in writing

Carry out functions as listed on Target #1

Gain faculty commitment to roles assigned

- clarify how I/O students can benefit Psychology Department
- frame program objectives in terms that are consistent with department values/objectives
- develop research methodologies that meet department expectations of research design as well as meeting our needs for practical experience
- identify number of resources given the department from university by number of I/O students enrolled
- gain ownership of overall Psychology faculty by asking for their input
- gather and present information from other similar programs
- gather information from program graduates as to what in program helped in their success
- survey and gather information from organisations that have had direct contact (practicum) with I/O students

MOST PROMISING SOLUTION ALTERNATIVES

- a. Presentation based on this workshop
- b. Design and presentation of program proposal
- c. Student reps collaborate with faculty
- d. Invite faculty to I/O project presentations
- e. Faculty identify problems--I/O provide solution
- f. Solicit funds (scholarships, GTF positions) from organizations
- g. Contact faculty to develop research grants in I/O
- h. Gather information from graduates and organizations
- i. Gather information about similar programs in other universities
- j. Clarify, define, and assign roles relative to program

PROPOSED EVALUATION CRITERIA

Feasible to complete in short time
Sufficient student committment
Likelihood to be well-received by faculty
Probability of success
Within our resources
Extent to which it meets majority of student goals

FINAL CRITERIA

Probability of success
Within our resources (time, money, role expertise, ability)
Faculty Goals
Sufficient student committment and goal consensus

CRITERIA

	Probability	Resources	Committment
a.	med	high	med
b.	high	med	med (If done over summer) develop 2nd yr. project
c.	high	high	high
d.	low	high	high
e.	low	med	med
f.	med	low	low
g.	med	med/low	low
h.	low	low	med
i.	high	high	med (combine with "b")
j.	low	low	high

PROPOSED CURRICULUM--'85-'86

SCOPE

Curriculum--course offerings for 1985-86

What are core requirements?

What do we need?

What should we take? (Advising)

What relevant courses are available elsewhere in the university?

(Management school, Counseling, etc.)

How can we select courses to match personal goals?

What sequences or logical progression of courses is appropriate?

How do we evaluate whether or not we are getting what we need?

What is the schedule for key courses--so we can plan our work schedules for next year

Who will teach?

Will there be a core second year course or seminar (like advanced applied)?

What role for Phillips?

Should we be getting more research training?

How will we learn about career options and required competencies?

CURRENT SITUATION

Core offerings: some are no longer offered

Ambiguity concerning core requirements

--some only offered every other year

--too much overlap between some core classes

--don't cover what is needed in the field of I/O

No courses or departmental resources available that provide career pathing/guidance

Confusion about how to get credit for projects

--how to transfer credit from undergraduate degree

Sequencing of courses is not logical or beneficial

Don't know who will teach next year--or if we will have one at all

No knowledge regarding classes within or outside of this department that relate to I/O

No comprehensive survey of O/D theory

No criterion available for evaluating the literature/courses

Have no method to evaluate the practical value of intervention diagnosis

No courses offered on research methods specific to organizational psychology

No clear picture painted in the beginning about what kinds of jobs are available within the I/O field

No clear definition of I/O psychology

Unclear about Susan Phillips' role

TARGET SITUATION

Have a clear definition of I/O psychology
Have an up to date understandable listing of core requirements and elective courses that are basically sequenced
Clear methods of education/career pathing
 have adequate resources/advisors available to aid in career pathing
Competent teaching/supervisory personnel available
Have Susan Phillips teach a second-year course/seminar
Clear understanding of administrative procedures
Have clear methodologies to evaluate
 --literature
 --classes
 --intervention effectiveness techniques
 --diagnostic techniques
In depth understanding of the different research methods as they apply to different fields of I/O psychology
Have a clear understanding of what people in the field actually do
Be able to access the information such as past projects and the classes in the field
Have client serve as supervisor
Make program "truly" interdisciplinary; based in no department

SOLUTION ALTERNATIVES

Computer/videotape courses on leading edge O.D. techniques applied to course content and theoretical and real frameworks
Recruit talent from other departments
Get competent consultants to serve as supervisors
Get scholarships to take exchange courses at other universities
Obtain bibliographies on successful consultants to see how they got there
Have second year graduates of the program supervise projects
Place second year students in M.B.A. or other business programs
Talk with experts in the field @ 1) defn. of I/O
Set up network with schools across the USA to get more current information with newsletter
Start an institute funded by private industry--to increase the resource available to us
Kidnap Harold Hawkins and make him stay by force!
Course taught by guest experts
Take field trip to organizations to see what really happens
Have various experts come in and speak about their areas of expertise
Have library with past projects available & some classic works in the field
Have a course on research methods with regard to I/O
Involve students and teachers (past/present) in planning the course content and objectives to produce up-to-date document
Have students and Susan Phillips define coursework for next years course!

HINDERING FORCES

We are an applied program in a research program
We don't have a director/advocate
We are in the planning phase and we should already be planned
Have no-one to negotiate classes in other departments for us
Little commitment to the current objectives of the program by the Psychology faculty
No-one in the department has a strong interest or background in I/O
Time/energy constraints on the part of the students
No-one really knows what we're all about
Potentially small number of second-year students--6 or 7
Lack of knowledge about I/O will hinder the planning process, i.e., classes, objectives, etc.

HELPING FORCES

We still have Harold
Some faculty supporters--Keele, Posner, Phillips
Commitment and readiness on the part of the students to effect change
Good experience base to draw from--second and first year students
University policy supports a listing of graduation requirements
The image of the program/students is favorable to faculty (Psychology and other) and in the business community--to those people who know us
Research going on right now in the department may help serve as a "pool" to draw upon
There are lots of people from the program that may help us (graduates that have jobs) i.e., what they do or general support
Certain legal and ethical requirements will help the first year students graduate
The knowledge we seek is plentiful in the literature and the work force
We're worth big money to the university and department

MOST PROMISING SOLUTION ALTERNATIVES

- a. Have library with past projects available and some classic works in the field
- b. Involve students (past and present) in planning curriculum for the future (teachers as well), i.e., with Susan Phillips
- c. Start an institute funded by private organizations
- d. Have structured course taught by volunteer experts
- e. Take field trips to organizations to see what people actually do!
- f. Computer/videotape courses to supplement classes in O.D. techniques and theoretical framework
- g. Get competent consultants to serve as supervisors
- h. Have client serve as supervisor where appropriate

	Completion in short amount of time?	Within our Resources?	Prob. of success
--	---	--------------------------	------------------

a.	med	high	high
b.	high	high	high
c.	low	low	low
d.	med/low	high	med
e.	high	high	high
f.	low	low	low (with a skull and crossbones, yet)
g.	med/high	high	high
h.	high	high	high

LONG-TERM FUTURE OF THE I/O PSYCHOLOGY PROGRAM

Can a professional program thrive in a research/academic department?

- faculty concerned about own research
- rewards (status and money) comes from research success
- how can we match our goals with theirs?

Does the program belong in the Psychology Department

How can we influence future?

- faculty search
- department vision and commitment
- curriculum design

What degree of research orientation?

How to maintain community (placement) contacts

How to publicise to potential students

How do define and communicate requirements

How to market to the business community (e.g., for jobs)

CURRENT SITUATION

No I/O director for 85-86

Courses aren't organized

- what is required
- when classes are offered
- inappropriate sequence

Department has a misperception about program

- don't know what director does
- don't know purpose/goal of program
- don't know what students do
- don't know students do research

Only 1 FTE staff in program

1 FTE is not a tenure track professor, therefore, that person is expendable and program is less secure

- indicates lack of commitment by department/University of Oregon

Department lack knowledge about program

- no contact with students
- other students in department don't know I/O students

Department is research oriented and program is application oriented

Department doesn't know what organization psychology is and how that may match their interests

I/O/C ---> I/O ---> O - unstable name

No first year students for 85-86

Hiring a director is questionable

- will anyone accept job
- will they find anyone suitable

Practicum research does not match department criteria for research

- not sure if this is true

I/O brings in money to department

I/O students = 2/5 Psychology graduate students (40%)

I/O students use psych resources

- office space
- I/O faculty just teach I/O students

Some faculty want to supervise practica

Faculty aren't business oriented

Business School and I/O ties aren't established

Many faculty don't want the I/O program--don't know reasons

S.K., M.P., and H.H. are I/O steering committee

We don't advertise to the community

Harold Hawkins is our current community contact and he is leaving

TARGET SITUATION

Tenured faculty director

- specializing in organizational psychology
- has clout with department and university
- possible organizational research
- leadership ability
- business contacts

Strong ties with all other U of O departments

- courses
- research
- supervision
- business contacts

More than 1 FTE--prefer 3 at least

- tenured
- background depends on students you want to attract
- research and applied oriented

Recognition of I/O from Psychology Department

- T.A.'s, GTF's
- Ph.D. program
- voting in meetings (department approved selection criteria)
- prestige/validity
- high quality students

Good quality communications

- knowledgeable faculty about I/O program
- knowledge about course offerings in Psychology and other departments
- social events--group support

Network with community (Solution?)

- answering service for projects
- contacts

Published projects; research

I/O students should use some of the Psychology Department's money

- have budget

Students are doing internships, practicums, etc., in business community more than U of O

Students select criteria for practicum assignments (Solution?)

Students are helping/assisting faculty with research

Faculty involved in program

- teaching classes
- doing related research

Program is advertising itself

- U of O; Psychology Department; local community
- summer internships in larger cities
- advertise to recruit students

Faculty gets some promotion from supervising students

POTENTIAL SOLUTIONS

I/O Program may be better off in a different department
Meet with new chairman
Go to business meetings
Find our budget figures--Arts & Science--what I/O brings in--Psychology Department
Find out what courses faculty can teach and what their interests are
Run advertisements for project placements, and future students
Attend faculty meetings regularly
Interview faculty about their attitudes and knowledge about the I/O program
Have a designated area in Psychology Department
Develop a professor hiring proposal for Dean Berdahl
Bring in "recognized" speakers
Find out who values/needs this program to establish clout
Advertise what jobs/careers graduates are doing
 --any publications they may have
Find out what research faculty is doing and match students up
Have adjunct professors and/or business people in community supervise students
Second year students as GTF's
 --recognition ==> clout
Identify who is qualified and who can "afford" to supervise
Interview Harold Hawkins and Fred Fosmire to find out ways to ensure survival
Develop a plan to educate faculty around their misperceptions/lack of knowledge about I/O
Advisory board of prestigious business people of the state--belong to President's _____
Find out where program goals match economic development goals--external support
Establish goals for the I/O program
Connect with ESTD
Students be on top of current literature and be resources for T&D, business, etc. people
Explore Ph.D. possibility

HELPING FACTORS

Support of Steve Keele and Mike Posner
Money we bring in to the department
Excellent performance of program graduates
Community support from specific companies students have worked with
--they have influence over legislature
Community need of I/O services and students
Number of I/O students
Number of credit hours each student takes (FTE)
Motivated current students
Students are doing "research"
Low cost to department vs. revenue generated
Have student representative
We're doing public relations for U of O
Students have met some of the faculty
Search for a director is occurring
Dean Berdahl supports the program
Dan Williams supports the program
Students are becoming more vocal
Internal consultants/resources to Personnel Dept., Physical Plant, Law School, Bookstore,
President's Office

HINDERING FACTORS

New chairman doesn't support program
Majority of faculty doesn't support program
No first year students 85-86
No tenure track staff
Harold Hawkins is leaving
No new director
Faculty aren't business oriented
No student/faculty I/O research
--doesn't mesh with department
Shrinking U of O budget
Community unaware of the I/O program
No established network with other departments
No established network with the community
Politics...
If new director starts, he/she will be alone in a demanding job
Lack of I/O faculty
Ignorant search committee--limited knowledge about program
Lack of good communication in department between I/O and department
No money, supplies
No student network
Lack of faculty seeing program as prestigious
I/O program uses selection criteria different from other schools in department
No goals for I/O program
Only searching for one person
Consultants in the area don't know about program
No promotion reward for supervision of practicum
Students aren't adding prestige through publications, research, etc.

SOLUTION ALTERNATIVES

Strategic analysis of the I/O program

- goals/mission
- external trends and their implications
- strengths, weaknesses, opportunities, threats

Student/faculty discussions--ongoing

Second year could do a strategic analysis of I/O program as a project

To get money

- keep track of money we bring in and where it goes
- charge companies for our services

Research where the best spot/place for a program of this type would be

Get other I/O program professors to come here for a sabbatical or talk

Get consultants to be visiting or adjunct professors

Bring in business people in residence for talks, seminars, etc.

Students present papers at conferences

Have a convention!

Students hold free workshops for companies

Second year project more research oriented rather than applied oriented

Hold communication skills workshop for faculty

- problem solving
- team-building, etc.

Newspaper, radio ads

Business magazine, newspaper ads

Send ad about program to businesses in area

Regular publication to businesses and training and development people

Start our own Organizational Psychology journal

Start our own business and hire I/O graduates

Circulate article about need for employees in this field

PROPOSED EVALUATION OF CRITERIA

Feasible to complete in a short time
Probability of success
Benefit for the cost
Within our resources
Sufficient student commitment
Likelihood to be accepted by faculty

FINAL CRITERIA

Probability of success
Benefit for the cost
Likelihood to be accepted by faculty

MOST PROMISING SOLUTION ALTERNATIVES

- a. Hold a convention
- b. Strategic analysis of I/O program
- c. Develop ways to utilize our internal and external support
- d. Develop a plan to educate faculty about I/O program
- e. Matching Psychology/U of O research with I/O students
- f. Charge companies for our services
- g. Get guest speakers, adjunct faculty, sabbaticals, to visit I/O program
- h. Advertise program
- i. Gather information about budget

	Probability of success	Benefit for the cost	Likelihood to be accepted by the faculty
a.	med	high	med
b.	high	high	high
c.	high	high	med/high
d.	med/low	high	med
e.	med	high	high
f.	med/low	med	high
g.	med	high	high
h.	high	med/high	med
i.	med	high	med

9:00 Overview
9:15 Design of Jobs
 --employee role
 --supervisor role
11:00 History of Job Design and New Organizational Paradigms
12:00 Lunch
12:30 Case Examples
3:00 Dimensions of Organizational Design
4:30 Evaluation and Closure
5:30 Close

OBJECTIVES

- To gain awareness of assumptions and developments in the history of organization and job design
- To become familiar with dimensions of organizational design and characteristics of innovative organizations

DESIGN OF JOBS

Assumption Sets

A and A'



Design of jobs
and supervisor's
roles based on
assumption sets
A and A'

Assumption Sets

B and B'



Design of jobs
and supervisor's
roles based on
assumption sets
B and B'

UNDERLYING VALUES AND ASSUMPTIONS: SET A'

1. There needs to be close supervision and tight controls because:
 - A. Work is distasteful
 - B. They are lazy
 - C. Avoid responsibility
 - D. Don't care about the company
2. Managers and supervisors possess unique leadership talent and skills
3. There should be a clear hierarchy of authority with the person at the top carrying the ultimate (authority) responsibility for all aspects of the work
4. Most employees enjoy and want close supervision and clear hierarchies
5. There are mainly two classes of people:

(1)

(2)

Thinkers	<----->	Doers
Decision Makers	<----->	Followers
Employers	<----->	Employees

6. Most employees are only able to deal with answers to problems and jobs given them by management

Supervisory Role

Close observation and monitoring of all stages of assembly
Supervisor in charge of quality control
Enforces standards at each work station along assembly line
Defines production quotas
Defines quality specifications of output
Physically observes each task while being performed to control employee behavior

Supervisory Role--Reward System

Supervisor recommends people for raises and promotions and rewards (if any) based on subjective evaluation
Reward system determined largely by company policy
Periodic evaluation of new employee performance--standards set by supervisor or above
Supervisor exerts power from position of authority--leadership style not participative
Supervisor in charge of new employee orientation and training
Social interaction between employees controlled by supervisors
Time clock (punch in/out) for breaks and lunch
Enforces decisions made above
Performance evaluation based on subjective judgement of supervisor
Decision making doesn't involve employee input
Supervisor establishes "correct method" of task performance and enforces
Supervisor (or his bosses) responsible for new ideas, not employees
Supervisor not encouraged to socially interact with employees
Supervisor responsible for dealing with employee work problems
--in charge of discipline
--hiring/firing
--reporting equipment and maintenance needs

UNDERLYING VALUES AND ASSUMPTIONS: SET A

1. Employees tolerate boring work and want work that is routine, simple, easy
2. Most employees are capable of only a limited range of tasks
3. Few employees want or can handle work that requires problem-solving or creativity
4. Most employees need well-structured jobs and authority to turn it off if anything goes wrong
5. Most employees are not concerned about social contacts at work
6. Employees work best if the pace of their work is outside of their control
7. Money should be the important motivation for employees to work well

Supervisory role

Close supervision
--two supervisors for the line
--white coat, clipboard, stop-watch, time clocks to punch in and out, cameras even in the bathroom
--any problems immediately reported to supervisor
--supervisor sets pace
--avoidance/escape behavior resulting from punishment

Structure of Job/Task

One step task only
Illustrated and written instructions
Only "one" best way to do job
Machine-controlled pace
Social isolation, no talking
Visually separated; no windows

No job rotation
Rotating shifts
Communication only with supervisor
No substitutes

Work Rules

Time clocks
No talking, no smoking
Food handler's permit required
Check lunchboxes
Hourly pay with reduction for drop in quality and/or not meeting quotas
No paid vacation/sick pay, etc.
Supervisor has to be called Mr./Mrs.
No eating of food
Materials are measured before and after shifts
No orientation

Work climate

Negative feedback signs highly visible
Big signs with rules
Extensive quality control of sandwiches
All employees have hairnets and gloves, smocks, facemasks
Rigid breaks--no one can leave except on breaks

(there is a little drawing here of a factory/mess hall/barracks complex connected by tunnels, and below it a drawing of the ideal worker, with suction cups on his/her hand to make picking up the ham easier--ah, the wonders of modern science!)

UNDERLYING VALUES AND ASSUMPTIONS: SET B

1. Most employees enjoy and want interesting and challenging work
2. Most employees want to be trusted to do a good job
3. Employees are capable of jobs involving a variety of tasks
4. Employees are able to undertake responsibility for decisions and able to take the initiative in solving problems
5. Most employees work well and enjoy working in a job that is not always clearly defined
6. Most employees can be motivated by interesting and challenging work
7. Most employees enjoy learning new things--mastering new jobs
8. Most employees regard social contact at work as important

Dimension

Span of control
Degree of supervision
Degree of specialization
Autonomous work group
Decision making
Compensation
Problem solving
Communication
New employee orientation, then training on the job provided by designated trainer in group
(another skill incentive provided for)
Group has input for new product development
#4 decision of product rate
Minimum and maximum number of sandwiches
They choose level at which they want to produce with quality standards taken into consideration

Quality control function controlled by group with feedback coming from sales and a boundary manager
 Define end product
 Autonomous work group
 --cross skills
 --job switching/rotation decided by work group
 --plurality of work groups, three shifts
 --ordering, preparation, assembly on autonomous work groups
 #4 give workgroup authority to make decisions regarding job rotation, when and how
 Define and solve their work problems in group meetings
 Incentives provided number of skills/earned
 Reward system contingent on group performance
 Cafeteria style rewards
 Designated team leader within group (as part of rotation--group decides how)
 Company sponsored social events (to be decided by group)--as a reward to work groups
 Physical environment designed to facilitate social interaction (e.g., horseshoe-style line)
 Manner or method of making product is decided by group (e.g., each person makes sandwich or assembly line)

UNDERLYING VALUES AND ASSUMPTIONS: SET B'

1. Most employees want to contribute
2. Most employees are able to develop solutions to complex problems if they have information
3. Most employees want to do good work for several reasons
4. Most employees want to be part of good work groups and seen as good work group member
5. There should be loose supervision and primary reliance on employee self-discipline
6. Given adequate information, employees or groups of employees can plan for or schedule work tasks

Supervisor's Job

Boundary spanner
 Resource person
 Trainer
 Facilitator
 Coaching
 Recognize problems--encourage problem solving teams
 Sensitivity to individual differences
 Employee development
 Role model
 Provide feedback
 Communication link
 Rewards
 --positive reinforcement
 --recognition
 Fosters work group autonomy
 Team builder
 Boundary spanner

Communication link } intra-organization
 Production quota
 Coordinate work groups
 Dissemination of information--weekly staff meetings
 Management
 Marketing
 Sales
 Customer
 Supervisors-shift communication
 Assembly line

Inputs-outputs

Resource person

Training

- team leader skills, e.g., presentation, facilitation, participative decision making
- technical--e.g., cross-training, mustard machine operation, etc.
- employee development training coordination
- needs assessment (skills, career goals, counselling)

Advocate/negotiator

- team decides cost of project
- supervisor liason
- coaching

Rewards

Positive reinforcement/recognition

- verbal
- pay
- newsletter
- award (parking space of the month)
(free trips)
- flextime
- reward innovation (one or more of the above)
 - cost-saving
 - risk-taking

Sensitivity to differences (cafeteria style awards)

DIMENSIONS OF ORGANIZATIONAL DESIGN

Reward and compensation systems
Performance appraisal and feedback
Training and development systems
Recruitment and selection systems
Systems for promotion and filling vacancies
Systems for communication and information flow
Systems for authority, decision-making and control
Management and supervisory roles
Organizational philosophy, values and management style
Planning and goal-setting systems
Work design
Control of behavior and performance
Organizational structure
Union-management relations

REWARD AND COMPENSATION SYSTEMS

Traditional Approach

Pay for position and time worked
Majority of operating personnel paid on hourly basis
Compensation not tied to performance
Pay progression based on seniority

REWARD AND COMPENSATION SYSTEMS

Future Direction

Pay for knowledge, skills and contribution to goal attainment
All members of the organization may be salaried
Rewards are tied to goals and measurements
The pay system promotes organizational flexibility and teamwork

Gain sharing for all employees

PERFORMANCE MEASUREMENT APPRAISAL AND FEEDBACK

Traditional

Focussed on individual performance
Little recognition for improvements for developmental needs
Used to monitor employees
Boss is only source of feedback
Focussed on personal qualities rather than behavior or performance against goals
Perceived as non-existent, unfair, unpredictable, or uncontrollable

PERFORMANCE MEASUREMENT APPRAISAL AND FEEDBACK

Future Direction

Employees are "self-evaluated" and "self-managed"
Focus on group and total company performance
Designed as a continuous system tied closely to performance
Allow for redesign and self-improvement as needs are pinpointed
Focus on achievements or benefits to company as a whole, i.e., rewards for good ideas, being willing to be risky
Allow for peer evaluation and feedback
Based on individually established performance objectives
Be positive in nature rather than punitive
Be clearly explained to individuals so they know what is expected and desired "no second-guessing"
Be broken into small, attainable steps with frequent feedback so employees can measure progress--observable, objective, behavioral
Allow for public recognition in staff meetings, newsletter, outside company, etc.
Be designed as a two-way system--employee receive and give back to supervisor and company as a whole

Recruitment and Selection

Traditional

Minimal screening for entry level, hourly, and clerical positions
Informal process based on application forms and non-structured interviews
Emphasis on management and technical personnel

Recruitment and Selection

Future Direction

The screening for selection of new employees would consist of an extensive battery to assess individual characteristics of motivation as well as abilities to perform tasks
This screening should involve a two-way process to help the prospect assess the fit between them and the organization
Many people would be involved in orienting the prospect to what kind of a climate exists at this particular organization
Emphasis will be on recruiting people with experience, abilities, and values that match the organization **on all levels**, not just for management and technical personnel
Interviews would be structured and purposeful. More than one interview with one person would surely be required

SYSTEMS FOR COMMUNICATION AND INFORMATION FLOW

Future Directions

Management shares information with all employees
All employees share knowledge and skills with others in organization

Open door policy so any employee can ask questions and get honest answers from management
"Grapevine" utilized for both quick information dissemination and rumor control
Regular sharing of information through newsletter and/or regular meetings
Information moves laterally through organization as well as vertically
Information moves up as well as down in the organization

SYSTEMS FOR COMMUNICATION AND INFORMATION FLOW

Traditional Approach

Shared based on what managers think employees need to know
Top-down
Grapevine is a major source of information and misinformation

WORK DESIGN

Traditional Approach

Jobs are tightly defined
Emphasis on close supervision
Production and maintenance are separated

WORK DESIGN

Future Direction

More autonomy, of course!
Evaluation on results, not behavior
Job involvement "make it...check the batteries"
Repair/order/maintain own tools and equipment
Individual controls quality of product
Employee control of task design/order
Work design to encourage information sharing/proximity
Reward creativity
 --signed product
 --choice of colors
Take type of work to be done into account when planning/designing work space
Encourage heterogeneous work groups
 --age
 --sex
 --seniority in company
 --personal goals/direction
 -- area
Encourage "on the job" training
Sales and production work closely--information sharing/proximity

PLANNING AND GOAL-SETTING SYSTEMS

Traditional Approach

Plans and goals are established by top management
Little congruence between organizational and individual goals
Output expectations are not always clear
Little understanding at lower organizational levels
Department or sub-group goals are frequently in conflict
Short-term profit goals predominate

PLANNING AND GOAL-SETTING SYSTEMS

Future Direction

All employees participate in goal-setting
Guided imagery and creative visualization techniques predominate
Organizational goals based on humanistic philosophy, e.g., members' needs a priority
Goals based on bottom line of survivability or long-range

Balance of process and output goals
Members have individual goals which are supported and rewarded by organization
Goals allow for creative process (equifinality)
Goals written and communicated to all constituencies, e.g., customers, stockholders, members

UNION-MANAGEMENT RELATIONS

Future directions

Cooperative attitude
QWL-projects and bargaining tied together (same people in different committees)
QWL-improvements written down in bargaining contracts
Joint optimization of work satisfaction and production to survive in competitive market
Shared goals: profits for investors and gain-sharing plans
Joint labor-management committees

UNION-MANAGEMENT RELATIONS

Traditional Approach

Primarily adversarial
Communications limited to bargaining and grievance process
Objectives viewed as different
Negotiations are antagonistic

ORGANIZATIONAL STRUCTURE

Future Direction

Autonomous work groups organized for output--not a specific function (crosstasks)
Flat structure--decision making close to problem (reduce span of control)
Loosely coupled particularly when dealing with professional organization
open system with boundary spanners who carry out lateral as well as horizontal lines of communication and decision making
Eliminate mid management positions. Incorporate supervisory functions within work groups

ORGANIZATIONAL STRUCTURE

Traditional Approach

Hierarchical structures with extensive layering
Job boundaries and relations are bureaucratic
Labor divided by function and segment of the operating process

CONTROL OF BEHAVIOR AND PERFORMANCE

Traditional Approach

Emphasis on management monitoring and controlling of individual and group
Discipline is primary method of gaining compliance
Controlled by rules, regulations, and "how-to" directions

CONTROL OF BEHAVIOR AND PERFORMANCE

Future Direction

Define minimum critical standards and allow workers to control actual process
Develop means by which peer control functions--groups control members--control internal to group
Use methods of positive reinforcement
--social reinforcement
--token reward systems (rituals)
--train supervisors in principles of PR
More control mechanisms down the hierarchy
Decision making power close to sources of variances

Supervisory roles defined in terms of controlling boundaries--internal control left to group

TRAINING AND DEVELOPMENT Future Direction

Evaluate training regularly and adjust as needed

Also: Training ---> Performance ---> Reward \$\$

Expand training opportunities

- personal health (stop smoking, exercise, weight)

- family and parenting issues

- stress

- women in the workplace

- mid-life career changes

Regular updates on the state of the field and the future implications for T & D

Informal brainstorming to define and solve problems

Utilize professional training techniques

Voluntary participation

HIGH priority--make it a strong company value

Lots of cross-training opportunities

Available to all employees

Diagnosing future problems and developing training accordingly

Employees identify training topic

TRAINING AND DEVELOPMENT Traditional

Not a priority

Individual development is limited by job classification

Focussed on management, technical, and professional personnel

Designed and provided on a reactive basis

Management determines need for development

ORGANIZATIONAL PHILOSOPHY, VALUES, AND MANAGEMENT STYLE Future Direction

Explicit written philosophy, communicated to all--internally and externally

Expresses value of people to organization and changes as/if appropriate (to environmental demands)

Management guides process to facilitate employees' ability to problem-solve, make decisions, learn new skills, and fulfill company goals and objectives

Management encourages employee involvement--decisions made where expertise exists regardless of where this occurs

Risk-taking encouraged, innovation and contributions recognized

Keep good people by providing room for their expression within and outside organizational boundaries

ORGANIZATIONAL PHILOSOPHY, VALUES, AND MANAGEMENT STYLE Traditional Approach

Explicit philosophy may not exist

Not formalized in writing

Communicated only to decision-makers

MANAGEMENT AND SUPERVISORY ROLES Future Direction

Resource role

- facilitator
- coach
- assessor

Linking role

- information disseminator
- entrepreneur
- foster creativity
- advocate

Helper, not a "boss"

Promotes autonomy

Promotes participative decision making, risk taking

Informal relationship

Promotes interpersonal relationships

Authority diffused to work groups

Concern with QWL and promoting interested/happy workers

Concern with total person, realizing individual brings external concerns to work

MANAGEMENT AND SUPERVISORY ROLES

Traditional Approaches

Managers and supervisors direct work activities

Supervisors enforce rules, assign work, make decisions, administer discipline

Supervisors are "doers" or "super-operators"

Traditional layering and titles

PROMOTION AND FILLING VACANCIES

Traditional

Limited to formal promotion through vertical organizational structure

Seniority system for hourly employees

Specific rules for filling vacancies by management decision

PROMOTION AND FILLING VACANCIES

Future Directions

Promotion is available for every employee who shows competence and learns new skills

To have newsletter about vacancies in the organization and give employee opportunity to choose new job they want

Promotional system not only vertical but horizontal, so employee would have chance to work in new department and learn new skill

Workers could meet to choose one or more workers to fill vacancy in the organization

Provide training so they can learn new skills to qualify for promotion

Salary for all employees instead of hourly rate so they can move up

Employees decide how people get promoted

Promotion based on performance, not on time, or years, spent at work

SYSTEMS FOR AUTHORITY, DECISION-MAKING AND CONTROL

Traditional approach

Top-down with limited employee involvement

Power--rather than information--based

Managers make all critical decisions--employees implement decisions

Problem-solving only by supervisors and managers

SYSTEMS FOR AUTHORITY, DECISION-MAKING AND CONTROL

Future Directions

Employee involvement

Information sharing

Employees have input in the decision making

Employees should participate in their problem-solving

Decisions should be based on information rather than authority

Use a proper channel of communication, a cross-level and boundaries, two-way communication

Decision should be made as bottom-top starting from employees input regarding their jobs

Have a participative manager

Motivate employee involvement in decision-making

It is OK not to be perfect (viz, all the typos in your stuff this year--thanks for everything, and good luck for next year)