

LER 598: Implementing High Performance Work Systems

University of Illinois at Urbana-Champaign

Fall 2020

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Time: Tuesdays 11:00AM – 1:50PM
Location: LER 51
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Course Description

This course focuses on implementing high performance work systems, which deliver results on safety, cost, quality, schedule, morale, capability, environment, and other outcomes through high levels of employee engagement, continuous improvement tools and methods, and periodic re-engineering of operations. Practical applications and underlying principles will be integrated throughout the course.

Course Requirements

Readings:

1. **Compass.** Conceptual readings in PDF are available on the Illinois **Compass 2g** website for this course.
2. **Harvard Business Publishing website.** Case readings are available for purchase on the Harvard Business Publishing website. (<https://hbsp.harvard.edu/import/700302>) When you first visit the website, you will be asked to register. Then, you will be able to view the cases assigned to this course and purchase them online.

It is extremely important to come prepared for each class session. Assignments should be read and given some thought in advance of class. Although the instructor will be more than happy to answer questions and help you understand the contents of the readings, the instructor will not provide a general summary of the readings; it is your responsibility to read them and come prepared for classroom discussion. You will not be able to successfully complete the course without full understanding of the readings. Exams and other assignments are designed to ensure that you complete the readings and understand the concepts in them thoroughly.

Each week's readings typically consist of one or two conceptual pieces and one business case. The cases are carefully chosen to illustrate core concepts that are introduced in the conceptual pieces. The cases are intended to help you understand the concepts in a real-world setting and to provide the basis for class discussion. Some information may seem dated, but consider it as relevant information that helps us understand historical background of the organizations. The cases are not intended to provide up-to-date information about the companies. Keep in mind that our goal is to learn the underlying the concepts rather than to know more about the specific companies or industries featured in the cases.

Participation:

- Active student participation is essential to the success of the course. Your ability to contribute comments that are relevant and insightful is highly valued in this course. You may be cold-called to contribute to the class discussion. Participation will be worth 10 percent of the course grade.
- Students are required to turn on the camera during online classes.
- **Each week, a team of 2-3 students will be “discussion leaders” and be responsible for submitting 3 well-posed questions on the readings**, which they will use to lead a class discussion at the end of the first half of the class. Each student will serve as a discussion leader **twice** during the semester. These must be submitted by Monday at noon prior to the Tuesday class.

Attendance:

Attendance is required at all class sessions. Attendance includes arriving on time and remaining until the end of the session. If you know ahead of time that you cannot attend class due to illness or civic duty (court appearance, jury duty, etc.), please notify the instructor immediately.

Midterm and final examinations:

There will be one midterm exam on **October 6th** and one final take-home exam due **December 18th**. Please mark your calendar. There will be no make-up exams, except for extraordinary circumstances. For such circumstances, arrangements must be made at least one week prior to the exam date and official documentations must be submitted. More specific guidelines for the exams will be announced later. Each exam will be worth 30 percent of the course grade.

Final project:

You are required complete one major project of relevance to the content of this course. The project must focus on one of the individual class topics (1.0 through 7.0) and the format is flexible, including: a case study of an actual implementation or a literature review on a pertinent topic. The project can be completed via three to four-person teams. Here are the requirements for each option:

- A case study must include at least 6 interviews (8 for four-person teams), as well as relevant citations from appropriate sources. The aim here is critical thinking, building off of different stakeholder perspectives and source material in the literature on your topic.
- A literature review must include an assessment of the findings in at least 18 scholarly articles and at least 3 books (24 and 4 for four-person teams). Practitioner pieces that do not have well documented methods and data sources cannot be used since a critical analysis is not possible. The aim here is critical thinking, building off of scholarly research. You will find that Google Scholar and the library are excellent resources for this.
- The selection of your course project topic is due on **Sep 22** (Week 5) at the beginning of class.
- An outline of the project (no more than one page) is due on **Oct 13** (Week 8), which is worth up to 5% of the course grade.
- The project presentation is in class on **Dec 8** (Week 16) and is worth up to 10% of the course grade.
- The final submission for the project is due on **Dec 15** (one week after presentation) and represents up to 20% of your course grade.

The final presentation will be a 10-minute presentation that covers what you selected as your focus for the project, what you learned, and what the implications are for your future work.

For projects completed individually the submission should be no more than 10 pages (double-spaced, 12-point font, one-inch margins excluding title page and references) if working individually or 15 pages if working as a two-person team. The paper will be assessed based on the way it integrates lessons from the course materials with additional information from outside sources and situations (with proper references).

The key point here is that it is not enough to just describe your topic/case study – you must provide analysis and critical thinking on the topic and it must be presented in the context of the literature on this topic. Thus, just focusing on Item II. in the following rubric is not enough. Note also that Item II. may include primary sources such as interviews and organizational information if you are examining a particular organizational setting or initiative, while item III. will be just secondary sources from our readings, class presentations and other source materials. Item IV. is not just random opinions, but well-structured analysis using frameworks or points from the readings and data/observations from the case or topic to identify organizational implications, unresolved tensions or challenges, and other interpretation.

Rubric for Evaluation of Course Project:

Note. These rubrics are not indicative of how the paper should be structured.

- I. Introduction, thesis/motivation, methods/approach
- II. Presentation of evidence, findings, data, observations
- III. Connections to readings, course concepts, other source Materials
- IV. Interpretation of findings, organizational implications, dilemmas,

- tensions
- V. Summary and conclusions
- VI. Additional points for innovation and creativity

Below is the summary of the assignments along with the percentage of the total grade.

<u>ASSINGMENTS</u>	<u>PERCENTAGE OF THE TOTAL GRADE</u>
Midterm examination	25%
Final examination	25%
Participation	15%
Final project	35%
<i>Project outline</i>	5%
<i>Oral presentation</i>	10%
<i>Final project paper</i>	20%

When all assignments have been completed, each assignment will be weighted by the above percentages and added to calculate the total score. The final letter grade will be based on the following scale:

<u>LETTER GRADE</u>	<u>TOTAL SCORE</u>
A	93-100
A-	90-92.9
B+	87-89.9
B	83-86.9
B-	80-82.9
C+	77-79.9
C	73-76.9

Course Website

A website for this course will be set up at Illinois **Compass 2g**: <https://compass2g.illinois.edu/>. Required readings, PowerPoint slides and useful resources will be posted there. Please check frequently for updates. You will submit t assignments through Compass (using the SafeAssign feature). When the level of class attendance declines, the instructor may reduce the amount of information contained in the PowerPoint slides posted on Compass in order to encourage attendance.

Course Policies

- Cell phones and any other communication devices must be turned off during the class.

Academic Integrity

In order to maintain a vigorous and healthy learning environment in the classroom, it is critical that no member of the class engage in or tolerate academic fraud, such as cheating or plagiarism. We believe strongly in giving certain liberties to students, and in return we expect honest and

honorable conduct, including compliance with the University of Illinois' Student Code (see <http://admin.illinois.edu/policy/code> for details).

Since our reading materials and discussion topics include examples from well-known companies, it is often the case that relevant information can be found in the sources other than designated course materials (for example, the Internet, magazines, newspaper, etc.). Whereas referring to external sources is fine and encouraged, it may be tempting to use or copy information from such sources in your course assignment *without proper acknowledgement of the sources*. Such action is considered **plagiarism** and strictly prohibited. Brief guidelines about what constitutes plagiarism and how to avoid it will be provided during the class, but it is ultimately the students' responsibility to educate themselves about the risk of plagiarism and avoid committing it. Carefully review the University policy governing academic integrity and plagiarism, including the Student Code Article 1, Part 4, §1-402 "Infractions of Academic Integrity" (http://admin.illinois.edu/policy/code/article1_part4_1-402.html). Not knowing the policy is not an excuse.

This policy applies to **all** written assignments of this course, including team project reports, final paper, and exam answers. Any incidence of plagiarism will be handled according to the official University policies and reported to the University administration.

To discourage plagiarism, all assignments will be submitted through **SafeAssign**, a plagiarism prevention service offered through Illinois Compass 2g. SafeAssign automatically scans all submitted texts, checks them against various databases, and flags unoriginal contents in student papers. Detailed instructions about how to submit papers through SafeAssign will be provided later.

How to Contact Me

If you have any questions or concerns about the subject matter or your performance in this course, I urge you to contact me; sooner is better than later, but anytime is better than no time. One of the easiest ways to communicate with me is by email at shinjae@illinois.edu.

Schedule

Week 1	Aug 25	Course Introduction - Jeffrey Pfeffer. 1998. <i>The Human Equation: Building Profits by Putting People First</i> . Boston, MA: Harvard Business School Press. Chapter 3 “Seven Practices of Successful Organizations,” pp.64-98. [Compass]
Week 2	Sep 1	Begin with the End in Mind: Measuring Performance - Brian E. Becker, Mark A. Huselid, and Dave Ulrich. 2001. <i>The HR Scorecard: Linking People, Strategy, and Performance</i> . Boston, MA: Harvard Business School Press. Chapters 2 “Clarifying and Measuring HR’s Strategic Influence” & Chapter 3 “Creating an HR Scorecard”, pp. 27-77. [Compass] - Case: Verizon Communications, Inc.: Implementing a Human Resources Balanced Scorecard. (Harvard Business School case #9-101-102) [Harvard Business Publishing] Optional reading - Wright, P. M., Gardner, T. M., Moynihan, L. M., & Allen, M. R. (2005). The relationship between HR practices and firm performance: Examining causal order. <i>Personnel psychology</i> , 58(2), 409-446. [Compass]
Week 3	Sep 8	Focus on the Process: Lean Principles -Murman, E., et. al., <i>Lean Enterprise Value</i> , 2002, Chapter 4 [Compass] -Hines, Peter, and Nick Rich. "The seven value stream mapping tools." <i>International journal of operations & production management</i> 17, no. 1 (1997): 46-64. [Compass] -Case: Darden Business Publishing Gets Lean (A) [Harvard Business Publishing]
Week 4	Sep 15	1.0 Work Design -Hackman, Richard J., & Oldham, Greg. <i>Work Redesign</i> , Reading, MA: Addison-Wesley, 1980, Chapter 4, Motivation through the design of work. [Compass] -Batt, Rosemary, “Work Organization, Technology, and Performance in Customer Service and Sales,” <i>Industrial and Labor Relations Review</i> , 53(1), 1999, 539-564. [Compass] -Berg, Justin M., Jane E. Dutton, and Amy Wrzesniewski. "What is job crafting and why does it matter." <i>Center of Positive Organizational Scholarship</i> . Apr 15 (2008): 2011. [Compass] -Berg, Justin M., Amy Wrzesniewski, and Jane E. Dutton. "Perceiving and responding to challenges in job crafting at different ranks: When proactivity requires adaptivity." <i>Journal of Organizational Behavior</i> 31, no. 2-3 (2010): 158-186. [Compass]

Week 5	Sep 22	<p>2.0 Team-Based Work Systems</p> <ul style="list-style-type: none"> -Wageman, R. Critical success factors for creating superb self-managing teams. <i>Organizational Dynamics</i>, 1997, 49-61. [Compass] -Edmondson, A., et al. Speeding up team learning. <i>Harvard Business Review</i>, 2001, October, 125-132. [Compass] - Case: C&S Wholesale Grocers: Self-Managed Teams [Harvard Business Publishing]
Week 6	Sep 29	<p>3.0 Idea Generation Systems and Innovation</p> <ul style="list-style-type: none"> -Nonaka, I. The knowledge-creating company. <i>Harvard Business Review</i>, 1991, 69: 6, 96-104. [Compass] -Paulus, Paul, & Chang, Huei-Chua. Idea generation in groups: A basis for creativity in organizations. <i>Organizational Behavior and Human Decision Processes</i>, 2000, 82, 76-87. [Compass] -Edgar H. Schein, Three Cultures of Management: The Key to Organizational Learning in the 21st Century [Compass] <i>Optional reading:</i> -Satell, G. (2017). The 4 types of innovation and the problems they solve. <i>Harvard Business Review</i>, 6(2017), 1-6. [Compass]
Week 7	Oct 6	Midterm Exam (in class)
Week 8	Oct 13	Project consultation
Week 9	Oct 20	<p>4.0 Performance Feedback and Communications</p> <ul style="list-style-type: none"> -Brutus, S., Fleenor, J., & London, M. Elements of effective 360-degree feedback. In W. Tornow and M. London (eds.), <i>Maximizing the value of 360-degree feedback</i>. San Francisco: Jossey-Bass, 1998. [Compass] -Waldman, David, Atwater, Leanne, & Antonioni, D. Has 360 degree feedback gone amok? <i>Academy of Management Executive</i>, 1998, 12, 86-93. [Compass] -Tom Coens and Mary Jenkins, <i>Abolishing Performance Appraisals: Why They Backfire and What to Do Instead</i>, Forward (by Peter Block), 2002, Chapters 1, 2, and 3. [Compass] - Case: Dovernet [Harvard Business Publishing]
Week 10	Oct 27	<p>5.0 Reward Systems</p> <ul style="list-style-type: none"> -Pfeffer, J. Six dangerous myths about pay. <i>Harvard Business Review</i>, 1998, May-June, 109-19. [Compass] -Kerr, Stephen. Organizational rewards. <i>Organizational Dynamics</i>, 1999, Summer, 61-70. [Compass] -Beer, Michael, & Cannon, M. Promise and peril in implementing pay-for-performance. <i>Human Resource Management</i>, 2004, 3-20.

		<p>[Compass] - Case: Performance Management at Vitality Health Enterprises, Inc. [Harvard Business Publishing]</p>
Week 11	Nov 3	No class (Election day)
Week 12	Nov 10	<p>6.0 Workforce Development -Phillips, J. Effects of realistic job previews on multiple organizational outcomes: A meta-analysis. <i>Academy of Management Journal</i>, 1998, 41, 673-90. [Compass] -Groysberg, Boris, Andrew N. McLean, and Nitin Nohria. "Are leaders portable?" <i>Harvard Business Review</i> 84, no. 5 (2006): 92. [Compass] -Bidwell, Matthew. "Why External Hires Get Paid More, and Perform Worse, than Internal Staff" <i>Knowledge@Wharton</i>, 2012 [Compass] -Case: Recruitment of a Star [Harvard Business Publishing]</p>
Week 13	Nov 17	<p>7.0 Quality and Safety Operating Systems -Zacharatos, Anthea; Julian Barling; and Roderick D. Iverson, (2005) High-Performance Work Systems and Occupational Safety, <i>Journal of Applied Psychology</i>, 90: 1, 77–93. [Compass] -Greve, H; Gaba, V. (2019) Research: Why Struggling Airlines Spend More on Safety, <i>Harvard Business Review</i> [Compass] - Case: Workplace Safety at Alcoa (A) [Harvard Business Publishing] <i>Optional readings:</i> -Woods, D.D., 2006. How to design a safety organization: Test case for resilience engineering. Resilience engineering: Concepts and precepts, pp.315-325. [Compass] -Gaba, V., & Greve, H. R. (2019). Safe or profitable? The pursuit of conflicting goals. <i>Organization Science</i>, 30(4), 647-667. [Compass]</p>
Week 14	Nov 24	Thanksgiving break
Week 15	Apr 28	Project consultation
Week 16	May 5	Team presentations

Emergency Response Recommendations

The Department of Homeland Security and the University of Illinois at Urbana-Champaign Office of Campus Emergency Planning recommend the following three responses to any emergency on campus: **RUN > HIDE > FIGHT**

Only follow these actions if safe to do so. When in doubt, follow your instincts—you are your own best advocate!

RUN

Action taken to leave an area for personal safety.

- Take the time now to learn the different ways to leave your building before there is an emergency.
- Evacuations are mandatory for fire alarms and when directed by authorities. **No exceptions!**
- Evacuate immediately. Pull manual fire alarm to prompt a response for others to evacuate.
- Take critical personal items only (keys, purse, and outerwear) and close doors behind you.
- Assist those who need help, but carefully consider whether you may put yourself at risk.
- Look for **EXIT** signs indicating potential egress/escape routes.
- If you are not able to evacuate, go to an Area of Rescue Assistance.
- Evacuate to Evacuation Assembly Area and remain until additional instructions are given.
- Alert authorities to those who may need assistance.
- Do not re-enter building until informed by emergency response personnel that it is safe to return.

ACTIVE THREAT:

- If it is safe to do so run out of the building. Get as far away as possible.
-

HIDE

Action taken to seek immediate shelter indoors when emergency conditions do not warrant or allow evacuation, such as for severe weather.

- Take the time now to learn the different ways to seek shelter within your building before there is an emergency.
- If you are outside, proceed to the nearest protective building.
- If sheltering-in-place due to severe weather, proceed to the identified Storm Refuge Area or to the lowest, most interior area of the building away from windows or hazardous equipment or materials.

ACTIVE THREAT:

- Lock or barricade your area.
 - Get to a place where the threat cannot see you.
 - Place cell phones on **silent**.
 - Do not make any noise.
 - Do not come out until you receive an Illini-Alert advising you it is safe.
-

FIGHT

Action taken as a last resort to increase your odds for survival.

ACTIVE THREAT: If you cannot run away safely or cannot hide, **be prepared to fight with anything available to increase your odds for survival.**