

The Sustainable Enterprise

Learning Guide

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Instructor Materials

Chapter 5

Employee engagement for a sustainable enterprise: Health and safety case

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Editors' Notes:

These materials are intended for use by academics and practitioners. In order to simplify the language, editors have determined to use the terms instructors, learners or participants rather than facilitators, professors or students.

ACTIVITY INTRODUCTION AND OVERVIEW

Objectives

Upon completion of this activity, the learner will/will be able to:

1. Describe the major principles of authentic employee engagement and the positive impact on organizational performance
2. Explain the importance of employee engagement, what it looks like, and its critical role in building a sustainable enterprise
3. Identify the key conditions and processes that they will need to do in their own organizations to create authentic employee engagement and the benefits the organization as a result of their work in each of the five activity case studies through sub-group discussions and presentations to the entire session or workshop,
4. Describe situations and activities that worked in the case example regarding the implementation of employee engagement within the organization

Activity Length

90 minutes

Audience Description

These activities are designed for the undergraduate, or graduate/practitioner level learners.

ACTIVITY PREPARATION

NOTE: If other activities in Chapter 5 have used the pre-work activity and step 1 overview, you can skip the pre-work paper and reduce the activity time by about 10 minutes.

| | | |
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| Activity | Safety and productivity case discussion | |
| Preparation Checklist | <p>Instructor preparation, media and materials:</p> <ul style="list-style-type: none"> <input type="checkbox"/> (Optional) Assign pre-reading and the pre-work writing assignment at least a week before the session <input type="checkbox"/> Prepare the ground rules (in power point or on a flip chart/board), and post them in the room <input type="checkbox"/> Order and test the computer and other electronic equipment before the session - allow enough time to fix any problems <input type="checkbox"/> Before the session starts, load the appropriate PowerPoint slides onto your flash drive or into the computer you'll be using <input type="checkbox"/> Have enough chart pads and/or white boards available for each group along with workable/appropriate pens and masking tape or blue tack to post the charts <input type="checkbox"/> The learners can arrange the chairs for the introductory lecture and the group work that follows. This can be a small lesson in self-organization and involvement <input type="checkbox"/> Have all your attendance sheets, comment sheets for the metrics and other paperwork in order | |
| Timing | Step 1. Activity set-up and lecture | 15 minutes |
| | Step 2. Case discussion | 40 minutes |
| | Step 3. Group report outs | 15 minutes |
| | Step 4. Debrief | 10 minutes |
| | Step 5. Sharing key learnings | 10 minutes |
| Total Time | 90 minutes | |
| Pre-reading |  <ul style="list-style-type: none"> • The Sustainable Enterprise Fieldbook, Chapter 1, Leadership for a sustainable enterprise • The Sustainable Enterprise Fieldbook, Chapter 5, Employee engagement for a sustainable enterprise • Knowles, R. N. (2006) Engaging the Natural Tendency of Self-Organization, World Business Academy, Transformations, Vol. 20, Issue 15. | |
| Pre-work | (Optional) A written 3-5 page paper, to be handed in to the instructor before session, about two experiences in their life. The first experience is about when they were authentically involved in an activity, how it felt, and why it was important to them and the activity. The second experience is about when they were excluded or inauthentically involved in an activity, how it felt, and the impact on them and the activity. | |

ACTIVITY: HEALTH AND SAFETY CASE

This activity for Chapter 5 consists of a focused discussion on a health and safety case.

Step 1. Activity set-up and lecture

NOTE: This is the time for setting up the session and introducing the material.

In this first step, the room is settled, the expectations are shared.



Say:

Here on the wall are the ground rules for this session.

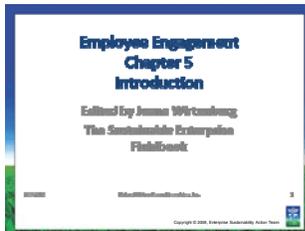
Do:

Review ground rules below. Read each and ask if it is clear and if there is a question. It is best if the people and instructor or facilitator co-create these with the learners since this will model participation.

Sample ground rules might include the following:

- Laptop computers off
- Set cell phones to vibrate, no texting
- In case of an emergency call, like a sick child, excuse yourself and go out of the room to complete the call
- One person speaks at a time
- Be positive
- Contribute to the discussion
- Listen for understanding
- All questions are okay
- Respect each other
- Have fun while learning
- At the end of the session each person will be asked to briefly share their key learnings and what they will do to create authentic employee engagement in their own workplaces

NOTE: If you have conducted other exercises using these slides, skip all slides but slide 7.



Slide 1



Do:

Model open and respectful behavior showing authenticity.



Do (Optional):

Collect the papers (pre-work). When the learners are settled begin the PowerPoint presentation for Activity 1. There are 6 slides with enough explanation to do the introduction. Review the slides which cover the material in The Sustainable Enterprise Fieldbook on pp 141-145, and Knowles, R. N., *Engaging the Natural Tendency of Self-Organization*. Ask for the learners' insights and comments as the presentation is done. Don't rush.

Slide 2

What Does Authentic Engagement Look Like?

- Interdependence and collaborative build.
- Trust develops and conversations open up.
- There is more listening.
- People have more autonomy & accountability.
- Positive energy builds & projects move faster.
- Hot spots and centers of excellence blossom and spread.

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Slide 3

Here Are Some Specific Things You Will See

- You will see:
 - A sense of urgency
 - Clarity of Purpose
 - Progress/Action
 - Hope
 - Growth & Potential
 - New Possibilities

Michael H. Seneker, Ph.D., Faculty at the World Leadership Center, Georgetown, World Business Academy, Washington, Md 20, June 13, August 17, 2008.

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Slide 4

Engagement In Sustainability Management

- In building sustainability, people feel they can make a difference in improving the world.
- This helps to enhance the Corporate Image, attract top talent and is appealing to more customers.
- Strong social-environmental performance is associated with strong financial performance (Carron 2007; Investor's Strategic Value Advisory, p. 3 of The Sustainable Enterprise Fieldwork)

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Slide 5



Do (Optional):

Ask the learners to share examples they used as they prepared their papers to hand in at the start of the session.

Possible responses (negative):

Boss who:

- micromanaged me
- took credit for my work
- yelled to get people motivated
- ignored the employees
- was not there when the employees needed him/her

did not stand up for employees to senior management even when he/she knew the employees were right

Possible responses (positive):

- when I had a good idea, the boss encouraged me and gave me work time to make it happen
- my supervisor allowed me to lead the project for which I had the idea
- motivated me by giving me a challenging assignment and supporting me so I could learn without failing

Ask:

How do your own experiences relate to these experienced that were just shared?

Possible Responses:

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| | <p><i>Responses may vary</i></p> <p>Do:</p> <p>NOTE: Get learners to focus on the affective (feeling) more than the cognitive (thinking)</p> <p>Ask:</p> <p>How do your experiences relate to the material in the pre-reading?</p> <p>Possible responses (negative):</p> <ul style="list-style-type: none"> • I experienced similar things • now I know I am not crazy • I felt that I was the only one who felt this way <p>Ask:</p> <p>As you were writing your paper, how did you feel as you wrote about the good involvement and how did you feel as you wrote about the poor involvement?</p> <p>Possible responses:</p> <ul style="list-style-type: none"> • I felt energized/satisfied/ good (etc.) by the good involvement. • I felt sad /depressed/angry/demotivated (etc.) by the bad involvement <p>Ask:</p> <p>How was your interest and energy impacted by these two experiences?</p> <p>Possible response:</p> <ul style="list-style-type: none"> • Interest and energy were heightened by good and reduced by bad experiences <p>Ask:</p> <p>In which of these environments do you want to work in?</p> <p>Possible response:</p> <ul style="list-style-type: none"> • Good |
| <p>Step 2. Case Discussion</p> <p>NOTE: The learners self-organize in groups of about 3-5 people.</p> <div data-bbox="167 1381 537 1661" data-label="Image"> </div> <p>Slide 6</p> | <div data-bbox="597 1222 768 1356" data-label="Image"> </div> <p>Do:</p> <p>Show Slide 6.</p> <div data-bbox="591 1455 794 1556" data-label="Image"> </div> <p>Do:</p> <p>Model self-organizing by asking learners to choose a group. Identify where each group will meet (for example in each corner of the room).</p> <p>Say:</p> <p>Meet together in the locations given. You will have 40 minutes to read and discuss the case on pp. 148-151.</p> <p>In discussing this case, answer the questions on Slide 7 which I will leave up while you are working in groups. Also, reflect on the patterns of behavior and how they</p> |

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| | <p>compare to the experiences described in your papers. Remember that each person is expected to contribute. Please decide who should be the scribe for the group to record the key insights on flip chart paper. Use the marking pens and write large and clearly so that during the report out, everyone in the larger group can see what you have written.</p> <p>Decide who will present your findings to the larger group once the discussion is finished.</p> |
| <div data-bbox="167 470 537 747" style="border: 1px solid black; padding: 5px;"> <p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. How would you compare the relationship between management and union members at PSE&G to other situations you are familiar with? What does this case say about the importance of a strong relationship between the two? 2. What do you think are the best ways of building a constructive relationship between management and the unionized employees? 3. How was it necessary so see the marked improvement in safety as rooted in a change in corporate culture? What specific changes in the culture seem necessary to achieve success in this regard? 4. What would be the personal challenges to managers to bring about these changes? 5. How do you suppose that the managers are going to learn to do this? <p style="text-align: right; font-size: small;">Copyright © 2008, Enterprise Sustainability Action Team</p> </div> <p style="text-align: center; margin-top: 10px;">Slide 7</p> | <div data-bbox="597 457 768 583" style="text-align: center;">  </div> <p>Do: Show Slide 7.</p> <div data-bbox="591 684 794 787" style="text-align: center;">  </div> <p>Say: You are to discuss the case looking for answers to the questions on Slide 7.</p> <p>Do: At 35 minutes, give them a 5 minute warning to complete their discussion and finalize their flip charts for report outs.</p> |
| <p>Step 3. Group report outs</p> <p>NOTE: The learners remain in their groupings and shift around to see each other is necessary.</p> <p>As each group finishes the presentation, they post their charts on the wall where everyone can see them together.</p> | <div data-bbox="591 1016 695 1102" style="text-align: center;">  </div> <p>Say: Remember that each of the 5 group has 2 minutes to reports on their discussion. As each group reports, focus on the patterns of behavior such as “What did the people actually do? How did they and their supervisors actually interact?”</p> <p>Do: Ask each group to report out their findings (they can have individual or group presenters). When finished the presenter(s) are to ask others if there are questions. When the presentation for each group is finished (as the other starts) have the presenter(s) post their chart to the wall where everyone can see it.</p> |
| <p>Step 4. Debrief</p> | <div data-bbox="591 1465 794 1568" style="text-align: center;">  </div> <p>Do: Initiate a discussion in which all the learners discuss the case studies by looking for commonalities, patterns, and themes.</p> <p>Ask for a volunteer to record the discussion/conclusions on key themes.</p> <p>Debrief the questions as a summary:</p> <p>Ask: How would you compare the relationship between management and union</p> |

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| | <p>members at PSE&G to other situations you are familiar with? What does this case say about the importance of a strong relationship between the two?</p> <p>Possible response:</p> <ul style="list-style-type: none"> • It reduces the contentiousness and resistance that can undermine any major organizational change initiative. <p>Ask: What do you think are the best ways of building a constructive relationship between management and the unionized employees?</p> <p>Possible response:</p> <ul style="list-style-type: none"> • Sharing a lot of Company plans, aspirations, listening carefully and deeply to the people’s concerns, and respect for the concerns of the union leaders’ own concerns can be helpful. It can be constructive to share joint efforts in relatively easy projects at first. <p>Ask: How was it necessary so see the marked improvement in safety as rooted in a change in corporate culture? What specific changes in the culture seem necessary to achieve success in this regard?</p> <p>Possible response:</p> <ul style="list-style-type: none"> • It was necessary to affirm the highest value placed on employee safety, to reinforce close ties between management and labor, and to reframe reporting policies and practices with honest, blamer-free openness. <p>Ask: What would be the personal challenges to managers to bring about these changes?</p> <p>Possible Response:</p> <ul style="list-style-type: none"> • Managers have to suspend their custom of being in a more powerful position over hourly workers, be more interested in listening to and heeding employee inputs, and persisting in the face of setbacks to achieve the highest standards of safety. <p>Ask: How do you suppose that the managers are going to learn to do this?</p> <p>Possible response:</p> <ul style="list-style-type: none"> • They will have to have the courage to try to do new things, help and support each other, and ask for the employees for their help as well. |
| <p>Step 5. Share key learnings</p> |  <p>Do: Make sure all the charts are placed on the wall where everyone can see them.</p> <p>Say: I want each of you to take a moment (in just a few sentences) and share your key learnings from the work today. Keep a focus on the 2-3 things you will do to create authentic employee engagement in your own workplaces.</p> <p>Everyone is expected to participate in this activity. Please keep your reflections to just a few sentences and less than a minute for each person.</p> |

ACTIVITY MEASUREMENT

Step 1. Pay attention to:

- The breadth of participation
- The quality of the answers

Step 2. Pay attention to:

- The breadth of participation and the way individuals in the groups are engaging
- The quality of the points the group members put onto their charts

Step 3. Pay attention to:

- The breadth and quality of the presentations and discussions
- The quality and depth of understanding among the group members

Step 4. Pay attention to:

- The breadth and quality of the presentations and discussions
- The quality and depth of understanding among the group members

Step 5. Pay attention to:

- The breadth and quality of the presentations and discussions
- The quality and depth of understanding among the group members

Final measurements:

1. Homework assignment; 3-5 page paper relating their experience regarding their engagement in activities (counts 30% toward final grade)
2. Individual participation in the session activities (counts 30% toward final grade)
3. Quality of the individual contributions (counts 40% toward final grade)

FOLLOW-UP: RESOURCES/ACTIONS

Follow-up Reading

- Knowles, R. N. (2002). *The leadership dance: Pathways to extraordinary organizational effectiveness*. Niagara Falls, NY: The Center for Self-Organizing Leadership.
- Wheatley, M. J. (2007). *Leadership and the new science*. San Francisco, CA: Barrett-Koehler Publishers.
- Goldstein, J., Hazy, J.K., & Lichtenstein, B.B. (2010). *Complexity and the nexus of leadership*. NY: Palgrave Macmillan.

PRE-WORK ASSIGNMENT

Directions

(Optional) Write a 3-5 page paper, to be handed in to the Instructor before session, about two experiences in your life.

1. Describe a time when you were authentically involved/engaged in a work activity. Describe:
 - a. how you felt
 - b. why it was important to you and the activity to be engaged
2. Describe a time when you were excluded or inauthentically involved in a work activity. Describe:
 - a. how you felt
 - b. the impact on you and the activity to not have you really engaged