

The Sustainable Enterprise Learning Guide

Edited by: Mal Conway, Catherine Mercer Bing, Jeana Wirtenberg

Instructor Materials

Chapter 5

Employee engagement for a sustainable enterprise: Introduction to employee engagement

Created by: Dick Knowles

Richard N. Knowles, PhD
The Center for Self-Organizing Leadership, Inc.
Youngstown, NY 14174

TABLE OF CONTENTS

Activity Introduction and Overview	2
Activity Preparation	3
Activity: Introduction to employee engagement.....	4
Activity Measurement	5
Follow-up: Resources/Actions	5
Pre-work Assignment.....	5

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


50 minutes

Audience Description

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


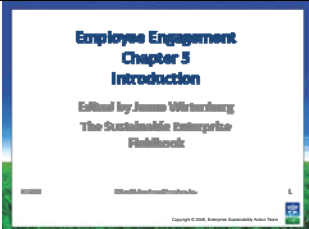


ACTIVITY PREPARATION

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.

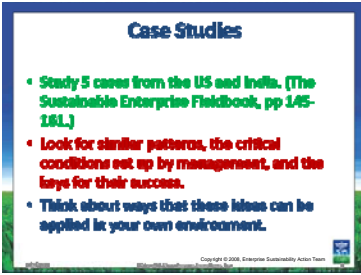


Activity	Introduction to the key ideas of employee engagement	
Preparation Checklist	Instructor preparation, media and materials: <ul style="list-style-type: none"> <input type="checkbox"/> (Optional) Assign pre-reading and the writing assignment at least a week before the session <input type="checkbox"/> 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 Step 2. Case discussion Step 3. Group report outs Step 4. Debrief Step 5. Sharing key learnings	10 minutes 15 minutes 15 minutes 4 minutes 6 minutes
Total Time	50 minutes	
Pre-reading	<div style="text-align: center;">  </div> <ul style="list-style-type: none"> • The Sustainable Enterprise Fieldbook, Chapter 1, <i>Leadership for a sustainable enterprise</i> • The Sustainable Enterprise Fieldbook, Chapter 5, <i>Employee engagement for a sustainable enterprise</i> • Knowles, R. N. (2006) Engaging the Natural Tendency of Self-Organization, <i>World Business Academy, Transformations, Vol. 20, Issue 15.</i> 	
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: INTRODUCTION TO EMPLOYEE ENGAGEMENT

This activity for Chapter 5 will mostly consist of discussion groups with the learners being split up into groups of 4-5 people to do their case study work. It would be best if there could be 5 groups, one for each case study.

Instructor notes	Activity description
<p>Step 1. Activity Set-up and lecture</p> <p>NOTE: This is the time for setting up the session and introducing the material.</p> <p>In this first activity, the room is settled, the expectations are shared.</p>	 <p>Say: Here on the wall are the ground rules for this session.</p> <p>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 co-create these with the learners since this will model participation.</p> <p>Sample ground rules might include the following:</p> <ul style="list-style-type: none"> • 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
 <p>Slide 1</p>  <p>Slide 2</p>	<p>Do: Model open and respectful behavior showing authenticity.</p>  <p>Do (Optional): Collect the papers (homework).</p> <p>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., <i>Engaging the Natural Tendency of Self-Organization</i>. Use the comments from the bottom of each slide to help present the ideas. Ask for the learners' insights and comments as the presentation is done. Don't rush.</p>

Instructor notes	Activity description
<div data-bbox="165 241 479 478"> <p>What Does Authentic Engagement Look Like?</p> <ul style="list-style-type: none"> • Interdependence and collaboration build. • Trust develops and conversations open up. • Time is more learning. • People have more autonomy & accountability. • Positive energy builds & projects move faster. • Hot spots and centers of excellence blossom and spread. <p>Slide 3</p> </div> <div data-bbox="165 506 479 743"> <p>Here Are Some Specific Things You Will See</p> <ul style="list-style-type: none"> • There will be: <ul style="list-style-type: none"> → A sense of urgency → Clarity of purpose → Purposeful time → Energy → Energy & Potential → New possibilities <p>Michael H. Reardon, <i>Engaging the Heart of Leadership</i>, 2nd Edition, World Business Academy, Transitions, Vol. 20, Issue 20, August 20, 2018.</p> <p>Slide 4</p> </div> <div data-bbox="165 770 479 1008"> <p>Engagement in Sustainability Management</p> <ul style="list-style-type: none"> • 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 in appealing to new customers. • Strong social-environmental performance is associated with strong financial performance (Source: 2015; Investor Strategic Value Advancing p. 3 of The Sustainable Enterprise Handbook) <p>Slide 5</p> </div>	
	<div data-bbox="527 1039 730 1144"> </div> <p>Do (Optional): Ask the learners to share examples they used as they prepared their papers to hand in at the start of the session.</p> <p>Possible responses (negative): Boss who:</p> <ul style="list-style-type: none"> • 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 <p>Possible responses (positive):</p> <ul style="list-style-type: none"> • 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 <p>Ask: How do your own experiences relate to these experienced that were just shared?</p>

Instructor notes	Activity description
	<p>Expected responses: <i>Responses may vary</i></p> <p>Do: NOTE: Get learners to focus on the affective (feeling) more than the cognitive (thinking)</p> <p>Ask: 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: 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: 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: 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 break up into their teams or self-organize around the case study they are attracted to. The groups should be 3-5 people, but use your judgment on this.</p> <p>Rearrange the learners into groupings (one for each case study).</p>  <p>Slide 6</p>	 <p>Do: Show Slide 6.</p>  <p>Do: Model self-organizing by asking learners to choose a group based on the case study that attracts them. Identify where each group will meet (for example in each corner of the room).</p> <p>Say: Case 1 is about safety and productivity Case 2 is about health and Safety Case 3 is about employee social consciousness Case 4 is about safety and environmental concerns Case 5 is about sustaining the organization and beyond</p>

Instructor notes	Activity description
	<p>Say: Pick one of those cases and meet together in the locations given. (Conversely, Do: Assign learners to a group and assign a case study, one to each group.)</p> <p>Do: Tell them on which page the case studies can be found. Case Study 1 (pp. 146-148) Case Study 2 (pp. 148-151) Case Study 3 (pp. 152-154) Case Study 4 (pp. 155-157) Case Study 5 (pp. 157-159)</p> <p>Tell the learners to read and discuss the case study assigned to their group.</p> <p>Say: In discussing these case studies, reflect on the patterns of behavior and how they compare to the experiences described in your papers.</p> <p>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 the group findings to the larger group once the discussion is finished.</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>	 <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> <p>NOTE: The learners remain in their groupings and shift around to see each other is necessary.</p>	 <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>Step 5. Share key learnings</p> <p>NOTE: The learners remain in their groupings and walk around</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>

Instructor notes	Activity description
<p>to see each others' work, if necessary.</p> <p>All the charts are placed on the wall where everyone can see them together.</p>	<p>Say:</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