

The Sustainable Enterprise

Learning Guide

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Instructor Materials

Chapter 5

Employee Engagement for A Sustainable Enterprise: Sustainable Organization and Beyond 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

At the end of the 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.


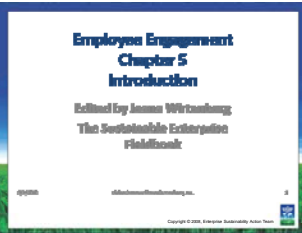


ACTIVITY PREPARATION

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.

Activity	Safety and productivity case discussion	
Preparation Checklist	Instructor preparation, media and materials: <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, <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: SUSTAINABLE ORGANIZATION AND BEYOND CASE

This activity for Chapter 5 consists of a focused discussion on a sustainable organization and beyond case.

<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 step, 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 or facilitator 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>NOTE: If you have conducted other exercises using these slides, skip all slides but slide 7.</p>  <p>Slide 1</p> 	<p>Do: Model open and respectful behavior showing authenticity.</p>  <p>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, <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>

Slide 2



What Does Authentic Engagement Look Like?

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

Slide 3



Here Are Some Specific Things You WILL See

- **There will be:**
 - A sense of urgency
 - Clarity of purpose
 - Purpose-driven
 - Hope
 - Growth & Potential
 - More Possibilities

Michael H. Reardon, *Creating the Shared Language of 21st-Century Learning*, World Business Academy, Washington, Vol. 20, Issue 10, August 10, 2012.

Slide 4



Engagement in Sustainability Management

- In leading 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 (Covack 2005; *Innovative Strategic Value Advancers*; p. 3 of *The Sustainable Enterprise Handbook*)

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):

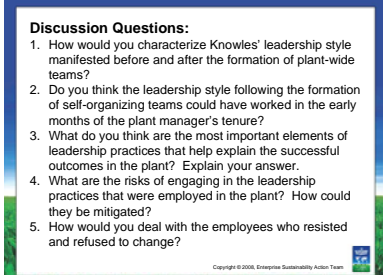




- when I had a good idea, the boss encouraged me and gave me work time to make it happen
- my supervisor allowed me to lead the project for which I had the idea
- motivated me by giving me a challenging assignment and supporting me so I could learn without failing


Ask:

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

Possible Responses:

	<p><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 responses:</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 responses:</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 1367 537 1646" data-label="Image"> </div> <p>Slide 6</p>	<div data-bbox="597 1178 768 1304" data-label="Image"> </div> <p>Do: Show Slide 6.</p> <div data-bbox="591 1409 794 1509" data-label="Image"> </div> <p>Do: 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: Meet together in the locations given. You will have 40 minutes to read and discuss the case on pp. 157-159.</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 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</p>

	<p>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>
 <p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. How would you characterize Knowles' leadership style manifested before and after the formation of plant-wide teams? 2. Do you think the leadership style following the formation of self-organizing teams could have worked in the early months of the plant manager's tenure? 3. What do you think are the most important elements of leadership practices that help explain the successful outcomes in the plant? Explain your answer. 4. What are the risks of engaging in the leadership practices that were employed in the plant? How could they be mitigated? 5. How would you deal with the employees who resisted and refused to change? <p>Slide 7</p>	 <p>Do: Show Slide 7.</p>  <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>	 <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>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: What was the value of T-Systems management listening to the concerns of employees? What if they declined to pay attention to the traffic congestion issue as just a personal problem that had to be tolerated?</p> <p>Possible Response:</p>

	<ul style="list-style-type: none"> The initial listening and open-house meeting set in motion the whole project. If managers had dismissed their concerns, employee commuting frustration and stress would have continued, and they could have resented management’s indifference. <p>Ask: How did management’s support of the project show their regard for employees’ welfare?</p> <p>Possible Response:</p> <ul style="list-style-type: none"> It honored their challenges as whole persons, not just as employees. <p>Ask: What difference does it make that employees were able to use their capabilities to make improvements that benefitted not only themselves but also their co-workers, other commuters, and the community at large?</p> <p>Possible Response:</p> <ul style="list-style-type: none"> It could create a sense of pride, self-reliance, and self-efficacy among employees, some of whom may be in jobs not offering challenges beyond just following orders. It could prompt a feeling of meaning and contribution to a broad public rarely felt in day-to-day living. It could also allow employees to hone their project management and collaboration skills.
<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