

# The Sustainable Enterprise

## Learning Guide

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Instructor Materials

### Chapter 5

*Employee engagement for a sustainable Enterprise: Key concepts of employee engagement*

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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.


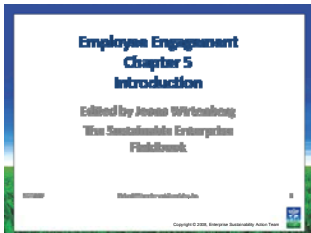

## ACTIVITY PREPARATION

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.



<b>Activity</b>	Introduction to the key ideas of employee engagement	
<b>Preparation Checklist</b>	Instructor preparation, media and materials: <ul style="list-style-type: none"> <li><input type="checkbox"/> (Optional) Assign pre-reading and the writing assignment at least a week before the session</li> <li><input type="checkbox"/> Prepare the ground rules (in power point or on a flip chart/board), and post them in the room</li> <li><input type="checkbox"/> Order and test the computer and other electronic equipment before the session - allow enough time to fix any problems</li> <li><input type="checkbox"/> Before the session starts, load the appropriate PowerPoint slides onto your flash drive or into the computer you'll be using</li> <li><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</li> <li><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</li> <li><input type="checkbox"/> Have all your attendance sheets, comment sheets for the metrics and other paperwork in order</li> </ul>	
<b>Timing</b>	Step 1. Activity set-up and lecture	15 minutes
	Step 2. Key concepts discussion	40 minutes
	Step 3. Group report outs	15 minutes
	Step 4. Debrief	10 minutes
	Step 5. Sharing key learnings	10 minutes
<b>Total Time</b>	90 minutes	
<b>Pre-reading</b>	 <ul style="list-style-type: none"> <li>• The Sustainable Enterprise Fieldbook, Chapter 1, Leadership for a sustainable enterprise</li> <li>• The Sustainable Enterprise Fieldbook, Chapter 5, Employee engagement for a sustainable enterprise</li> <li>• Knowles, R. N. (2006) Engaging the Natural Tendency of Self-Organization, World Business Academy, Transformations, Vol. 20, Issue 15.</li> </ul>	
<b>Pre-work</b>	(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: KEY CONCEPTS OF 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 discuss the key concepts of employee engagement.

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><b>Say:</b> Here on the wall are the ground rules for this session.</p> <p><b>Do:</b> 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"> <li>• Laptop computers off</li> <li>• Set cell phones to vibrate, no texting</li> <li>• In case of an emergency call, like a sick child, excuse yourself and go out of the room to complete the call</li> <li>• One person speaks at a time</li> <li>• Be positive</li> <li>• Contribute to the discussion</li> <li>• Listen for understanding</li> <li>• All questions are okay</li> <li>• Respect each other</li> <li>• Have fun while learning</li> <li>• 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</li> </ul>
<p>NOTE: If you have conducted other exercises using these slides, skip all slides but slide 7.</p>  <p>Slide 1</p>	<p><b>Do:</b> Model open and respectful behavior showing authenticity.</p>  <p><b>Do (Optional):</b> Collect the papers (homework). 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>. Don't rush.</p>

Instructor notes	Activity description
<div data-bbox="180 241 488 472"> <p><b>Why Do It?</b></p> <ul style="list-style-type: none"> <li>Ident people           <ul style="list-style-type: none"> <li>want to be heard and to advance</li> <li>want to make a difference</li> </ul> </li> <li>People self-organize around things that are important to them. This is a fundamental tendency.</li> <li>Authentic engagement releases energy, creativity and advances business performance.</li> <li>It is an order, more effective way to lead.</li> </ul> </div> <p>Slide 2</p> <div data-bbox="180 506 488 737"> <p><b>What Does Authentic Engagement Look Like?</b></p> <ul style="list-style-type: none"> <li>Interdependence and collaboration build.</li> <li>Treat develops and conversations open up.</li> <li>There is more learning.</li> <li>People have more autonomy &amp; accountability.</li> <li>Positive energy builds &amp; projects move faster.</li> <li>Hot spots and centers of excellence blossom and spread.</li> </ul> </div> <p>Slide 3</p> <div data-bbox="180 770 488 1001"> <p><b>How Are Some Specific Things You Will See</b></p> <ul style="list-style-type: none"> <li>There will be:           <ul style="list-style-type: none"> <li>A sense of urgency</li> <li>Clarity of Purpose</li> <li>Purposefulness</li> <li>Hope</li> <li>Growth &amp; Potential</li> <li>More Possibilities</li> </ul> </li> </ul> <p><small>McAfee, "Working Smarter, Empowering the Worker: Building a High-Performing Virtual Business," <i>McAfee.com</i>, 2007, <a href="http://www.mcafee.com/enterprise/en-us/pages/whitepapers/working_smarter_empowering_the_worker.aspx">http://www.mcafee.com/enterprise/en-us/pages/whitepapers/working_smarter_empowering_the_worker.aspx</a>, last 26, June 18, August 20, 2007.</small></p> </div> <p>Slide 4</p> <div data-bbox="180 1035 488 1266"> <p><b>Engagement in Sustainability Management</b></p> <ul style="list-style-type: none"> <li>In building sustainability, people feel they can make a difference in improving the world.</li> <li>This helps to enhance the Corporate Image, attract top talent and is appealing to more customers.</li> <li>Strong social-environmental performance is associated with strong financial performance (Cusack 2002; <i>Investment Strategic Value Advisors</i>, p. 3 of <i>The Sustainable Enterprise Framework</i>).</li> </ul> </div> <p>Slide 5</p>	
	<div data-bbox="553 1304 760 1402"> </div> <p><b>Do (Optional):</b> Ask the learners to share examples they used as they prepared their papers to hand in at the start of the session.</p> <p><b>Possible responses (negative):</b> Boss who:</p> <ul style="list-style-type: none"> <li>micromanaged me</li> <li>took credit for my work</li> <li>yelled to get people motivated</li> <li>ignored the employees</li> <li>was not there when the employees needed him/her</li> <li>did not stand up for employees to senior management even when he/she knew the employees were right</li> </ul> <p><b>Possible responses (positive):</b></p> <ul style="list-style-type: none"> <li>when I had a good idea, the boss encouraged me and gave me work time to</li> </ul>

Instructor notes	Activity description
	<p>make it happen</p> <ul style="list-style-type: none"> <li>• my supervisor allowed me to lead the project for which I had the idea</li> <li>• motivated me by giving me a challenging assignment and supporting me so I could learn without failing</li> </ul> <p><b>Ask:</b>          How do your own experiences relate to these experienced that were just shared?</p> <p><b>Possible responses:</b>  <i>Responses may vary</i></p> <p><b>Do:</b>          NOTE: Get learners to focus on the affective (feeling) more than the cognitive (thinking)</p> <p><b>Ask:</b>          How do your experiences relate to the material in the pre-reading?</p> <p><b>Possible responses (negative):</b></p> <ul style="list-style-type: none"> <li>• I experienced similar things</li> <li>• now I know I am not crazy</li> <li>• I felt that I was the only one who felt this way</li> </ul> <p><b>Ask:</b>          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><b>Possible responses:</b></p> <ul style="list-style-type: none"> <li>• I felt energized/satisfied/ good (etc.) by the good involvement.</li> <li>• I felt sad /depressed/angry/demotivated (etc.) by the bad involvement</li> </ul> <p><b>Ask:</b>          How was your interest and energy impacted by these two experiences?</p> <p><b>Possible response:</b></p> <ul style="list-style-type: none"> <li>• Interest and energy were heightened by good and reduced by bad experiences</li> </ul> <p><b>Ask:</b>          In which of these environments do you want to work in?</p> <p><b>Possible response:</b></p> <ul style="list-style-type: none"> <li>• Good</li> </ul>
<p>Step 2. Key Concepts Discussion</p> <p>NOTE: The learners break up into their teams or self-organize. The groups should be 3-5 people, but use your judgment on this.</p>	 <p><b>Do:</b>          Show Slides 6 and 7.</p>  <p><b>Do:</b>          Model self-organizing by asking learners to choose a group. Identify where each</p>

Instructor notes	Activity description
<div data-bbox="142 256 516 541" style="border: 1px solid black; padding: 5px;"> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>Each group selects three or more of the concepts on the next slide.</li> <li>Using two or three of the case studies for each one, describe how the concepts helps to explain management actions and positive outcomes.</li> <li>Describe how you have experienced that concept in your own life and what that implies about how you do or would like to behave as a manager.</li> </ol> <p style="text-align: right; font-size: small;">Copyright © 2008, Enterprise Sustainability Action Team</p> </div> <p style="text-align: center;">Slide 6</p> <div data-bbox="142 604 526 890" style="border: 1px solid black; padding: 5px;"> <p><b>Key Concepts:</b></p> <ol style="list-style-type: none"> <li>Encouraging work that may be regarded as a calling by the employees by relating the company's mission and one's own work to a personal sense of meaning.</li> <li>Creating the conditions where people can be more autonomous and self-determined in their behavior.</li> <li>Engendering a new sense of collective action, qualitatively different from individual performance.</li> <li>Creating a "hot spot" of contagious positive action.</li> <li>Building trust through genuine listening, caring and transparent action based on an openness to engage with the people and their concerns as much as possible.</li> <li>Creating the environment where people have a chance to perform acts of altruism and generosity.</li> </ol> <p style="text-align: right; font-size: small;">Copyright © 2008, Enterprise Sustainability Action Team</p> </div> <p style="text-align: center;">Slide 7</p>	<p>group will meet (for example in each corner of the room).</p> <p><b>Do:</b> Review the key concepts:</p> <ol style="list-style-type: none"> <li>Encouraging work that may be regarded as a calling by the employees by relating the company's mission and one's own work to a personal sense of meaning.</li> <li>Creating the conditions where people can be more autonomous and self-determined in their behavior.</li> <li>Engendering a new sense of collective action, qualitatively different from individual performance.</li> <li>Creating a "hot spot" of contagious positive action.</li> <li>Building trust through genuine listening, caring and transparent action based on an openness to engage with the people and their concerns as much as possible.</li> <li>Creating the environment where people have a chance to perform acts of altruism and generosity.</li> </ol> <p><b>Say:</b> Each group selects three or more of the concepts a-f shown on Slide 7. Using two or three of the case studies for each concept, describe how the concepts help to explain management actions and positive outcomes. The case studies are in the book from pp. 146-159. Also say how you have experienced that concept in your own life and what that implies about how you behave or would like to behave as a manager.</p> <p><b>Say:</b> 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>	<div data-bbox="553 1472 657 1560" style="text-align: center;">  </div> <p><b>Say:</b> 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><b>Do:</b> 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>

Instructor notes	Activity description
<p>Step 4. Debrief</p> <p>NOTE: The learners remain in their groupings and shift around to see each other is necessary.</p>	 <p><b>Do:</b> 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 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><b>Say:</b> 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><b>Say:</b> 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)

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