Employee Engagement

Annie’s Project

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GOALS

- Explore ways to motivate and engage employees
- Diagnose employee development level when making task assignments
- Use the most effective leadership style when giving employees assignments
- Plan to improve their personal leadership skills
Agenda

1. Welcome and Goals

2. Engagement Strategies: Motivating and Retaining Employees

3. Situational Leadership: Assessment and Skills Practices

4. Action Planning and Close
Engagement

- Engagement can be defined as the emotional connection that one has to one’s work.

- Employees who are engaged find satisfaction in their work and develop feelings of commitment – to their work and to the organization.

- Engaged employees deliver business results.
Engagement and Relationships

Forty-nine percent of highly engaged employees strongly agree that “a strong personal relationship with my manager is crucial to my success at work.”

ENGAGEMENT

• Business impacts of engagement?

• What strategies have you found to be effective in engaging employees?
Situational Leadership Model

• Identify preferred situational leadership style
• Diagnose others’ development levels and choose the appropriate leadership style

• Open up communication—increase the frequency and quality of conversations about performance and development between you and the people you work with
• Plan to use situational leadership with section employees
“One ‘best’ style of leadership simply does not exist. There is not one magic formula, one concise mindset, or one exact way to take action.

Instead of having one predetermined style of behavior, an effective leader is capable of changing and adapting to match the situation that he or she is influencing.”
Skills Needed to Apply Situational Leadership

1. **Identify** the task or activity the employee is to work on

2. **Diagnose** the employee’s development level

3. **Adapt** the matching leadership style to the employee
1. **Identify the Task / Assignment**

   ✓ Performance contracting: a meeting of the minds on the task or activity

   ✓ What is the employee’s understanding? Is there a clear picture? What is to be done?

2. **Diagnose** the employee’s Development Level

   ✓ What is the person’s ability or competence for this task or assignment?

   ✓ What is the person’s commitment: willingness, confidence, and motivation for this task or assignment?
Diagnosis

The willingness and ability to look at a situation and assess others’ development needs in order to decide which leadership style is the most appropriate for the task or assignment at hand.

What to look for:

- Competence
- Commitment
Competence (Can Do!)

✓ Demonstrated goal, task-specific knowledge & skills
✓ Transferable knowledge and skills

How would you know someone has competence?

Commitment (Want to do!)

✓ Motivation
✓ Confidence

How would you know someone has commitment?
D1 - Low competence and high commitment

D1 - Descriptors

• Hopeful
• Inexperienced
• Curious
• New/unskilled
• Optimistic
• Excited
• Eager
• Enthusiastic
• Don’t know what they don’t know
D2 - Low to some competence & low commitment

D2 – Descriptors

- Overwhelmed
- Confused
- Demotivated
- Demoralized
- Frustrated
- Disillusioned
- Discouraged
- Still learning
- Inconsistent performance
- Flashes of competence
D3 — Moderate to high competence and variable commitment

D3 – Descriptors

- Mostly self-directed and productive
- Capable
- Contributing
- Self-critical
- Cautious
- Doubtful
- Insecure
- Tentative/unsure/hesitant
- Bored/apathetic
D4 - High competence & high commitment

D4 – Descriptors

• Justifiably confident
• Consistently competent
• Inspired/inspires others
• Expert
• Autonomous
• Self-assured
• Accomplished
• Self-reliant/self-directed
• May be asked to take on too much
Development Level 4

D1 — Low competence and high commitment

D2 — Low to some competence and low commitment

D3 — Moderate to high competence and variable commitment

D4 — High competence and high commitment
Think about your employees!

Can you identify any D1s, D2s, D3s, D4s?
3. Adapt Your Leadership Style

**Directive Behavior**

- Structure
- Organize
- Teach
- Supervise
- Evaluate
- One way communication

**Supportive Behavior**

- Ask for input
- Facilitate problem solving
- Involves followers in decision making
- Explain why
- Encourage

**SITUATIONAL LEADERSHIP**
Directive Behavior - The extent to which a leader:

- Sets goals and clarifies expectations
- Tells and shows an individual what to do, when, and how to do it
- Closely supervises, monitors, and evaluates performance
- Highest Impact Behaviors: Goal Setting & Action Planning
Supportive Behavior - Extent to which the leader:

- Engages in more two-way communication
- Listens and provides support and encouragement
- Involves the other person in decision making
- Encourages and facilitates self-reliant problem solving

- Highest Impact Behaviors Listening & Facilitating self-reliant problem solving
The Four Leadership Styles

- Low Directive and High Supportive Behavior
- High Directive and High Supportive Behavior
- Low Directive and Low Supportive Behavior
- High Directive and Low Supportive Behavior
S1 DIRECTING

High Task/Low Relationship

– One-way communication
– Define role of follower
– Tell: who, what, where, when, how
– Informing and guiding

“Here’s what I want you to do ...”
The Four Leadership Styles

- Low Directive and High Supportive Behavior
- High Directive and High Supportive Behavior
- Low Directive and Low Supportive Behavior
- High Directive and Low Supportive Behavior

DIRECTIVE BEHAVIOR: Low - High
SUPPORTIVE BEHAVIOR: Low - High
S2 COACHING

High Task/High Relationship

– Two-way communication
– Socio-emotional support
– Seeks “buy-in” to decisions
– Explaining and mentoring to increase understanding

“Here’s what I suggest ... What do you think? ...
Thanks for your input, and here’s what we’ll do ...”
The Four Leadership Styles

- S1: High Directive and Low Supportive Behavior
- S2: High Directive and High Supportive Behavior
- S3: Low Directive and High Supportive Behavior
- S4: Low Directive and Low Supportive Behavior

Low Directive and Low Supportive Behavior
Low Directive and High Supportive Behavior
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Low Directive Behavior
High Directive Behavior
Low Supportive Behavior
High Supportive Behavior

Directing
Coaching
Supporting
Delegating
S3 SUPPORTING

High Relationship/Low Task

– Leader and follower share in decision-making
– Two-way communication & facilitating behavior
– Follower can increase willingness/security has ability
– Support and encouragement

“How will you ...? How can I help?”
The Four Leadership Styles

- S1: High Directive and High Supportive Behavior
- S2: High Directive and Low Supportive Behavior
- S3: Low Directive and High Supportive Behavior
- S4: Low Directive and Low Supportive Behavior

Low Directive and Low Supportive Behavior

Low Directive and High Supportive Behavior

High Directive and Low Supportive Behavior

High Directive and High Supportive Behavior

Low Directive Behavior

High Directive Behavior
S4 DELEGATING

Low Relationship/Low Task

- Letting follower “run his/her own show”
- Leader delegates tasks: follower is able and willing
- Tracking and monitoring

“Here’s a situation ... I’d like you to take care of it.”
The **SLII** Model

- **S1**: High Directive and Low Supportive Behavior
  - "Leader Decides"

- **S2**: High Directive and High Supportive Behavior
  - "Let's Talk, Leader Decides"

- **S3**: Low Directive and High Supportive Behavior
  - "Let's Talk, D3 Decides"

- **S4**: Low Directive and Low Supportive Behavior
  - "D4 Decides"

**DELEGATING**

**SUPPORTING**

**COACHING**

**DIRECTING**

- D4: High Competence
  - High Commitment

- D3: Moderate to High Competence
  - Variable Commitment

- D2: Low to Some Competence
  - Low Commitment

- D1: Low Competence
  - High Commitment

**DEVELOPED**

**DEVELOPING**
**Leader Behavior**

In all four styles, the leader

- Makes sure goals and expectations are clear to the employee
- Observes and monitors employee’s performance
- Provides constructive feedback
APPLICATION

• With one of your employees in mind, complete the worksheet on page 4 in workbook.
  – Answer questions 1-4
  – For question 5, what would you say to the employee?

• Plan to discuss your thoughts with a colleague
TIPS FOR HOLDING THE DIRECTING CONVERSATION.

• Provide precise clarity when assigning the task
• Focus the communication on goal accomplishment
• Establish clear roles and responsibilities
• Clarify what is to be done and how it should be done
• Clarify priorities and action steps to take
• Confirm boundaries to be observed
• Offer concrete examples
• Establish monitoring and feedback processes
TIPS FOR HOLDING THE COACHING CONVERSATION.

• Take the lead in the conversation, but do not direct
• Establish focus on important goals and task outcomes
• Determine how to address the employee’s personal needs
• Clarify the “why” of the assignment
• Explore together the “how”
• Use questions to involve the employee
• Listen to ideas and approaches and build on them
• Discuss skills that are needed
• Use encouragement and reassurance
• Develop cooperative final plan – that meets your approval
TIPS FOR HOLDING THE SUPPORTING CONVERSATION

• Offer information about desired outcomes and results expected
• Facilitate cooperative planning on “how to”
• Establish broad responsibility that the employee has for the assignment
• Allow the employee to take the lead in planning and in making decisions
• Build dialogue to explore options
• Focus on questioning, listening, providing support, and praising
• Offer to be available for problem-solving as needed
• Offer assistance in lessening obstacles and barriers
TIPS FOR HOLDING THE DELEGATING CONVERSATION.

• Provide high level assignment information
• Empower the employee to move ahead independently
• Encourage employee to set goals and plans and review them with you as necessary
• Avoid covering details and minutia
• Show trust and confidence in the employee
• Encourage creative thinking and personal innovation
• Allow employee to set follow-up plans
• Show employee that you have confidence in his/her abilities
Your Action Plan

• Insights ??

• Ideas on ways to apply this leadership model ??
If you always do what you have always done, you always get what you have always gotten!

Thank you!!