

LEADING *FOR*
EMPLOYEE
ENGAGEMENT

WORKBOOK

LESSON ONE

WELCOME

COURSE OVERVIEW

Would you like to become an amazing manager who gets massive emotional commitment, discretionary effort and loyalty from your team members?

In this course you are going to learn the correct definition of employee engagement and why it's so important to driving both business results and a better quality of life.

You will learn the four drivers of engagement, based on a survey of over 10 million workers in 150 countries. Most important, you will learn how to activate each of these drivers with some behaviors that cost very little time or money.

ABOUT YOUR INSTRUCTOR: KEVIN KRUSE

Kevin Kruse is a *New York Times* bestselling author and *Forbes* columnist. He is an entrepreneur who, over the last 30 years, built and sold several multimillion dollar companies, winning **Best Place to Work** and **Inc 500** awards along the way. For more information about Kevin visit www.KevinKruse.com.

LESSONS TWO AND THREE

WHAT IS EMPLOYEE ENGAGEMENT?

LEARNING OBJECTIVES

By the end of this lesson you will be able to:

- Describe the difference between employee engagement and “satisfaction”.
- Describe the difference between employee engagement and “happiness”.
- Define employee engagement.
- Describe the effect engagement has on employee behavior.

EXERCISE: What does discretionary effort look like in your organization? Give specific examples of *behaviors* that show colleagues going above and beyond. (Write your answers below.)

SELF-CHECK QUESTIONS

- 1) How is engagement different from “satisfaction”?
- 2) How is engagement different from “happiness”?
- 3) Employee engagement is the e_____ c_____ you have to your organization and to its goals.
- 4) Engagement leads to “going above and beyond” which is called d_____ effort.

LESSON FOUR

THE EMPLOYEE ENGAGEMENT CRISIS

LEARNING OBJECTIVES

By the end of this lesson you will be able to:

- State the current percent of engaged employees in the United States.
- State the current percent of engaged employees around the world.
- Describe the different engagement categories that are used to classify employees.

EXERCISE: *If the US average of 20% disengagement applied to **your** organization, how many total people on your extended team would be disengaged? (Write your answers below.)*

SELF-CHECK QUESTIONS

- 1) According to Gallup, ____ percent of **US** workers are engaged.
- 2) According to Gallup, ____ percent of **global** workers are engaged.
- 3) Employees are often described as being in one of three categories: Engaged, _____, or Actively _____.

LESSON FIVE

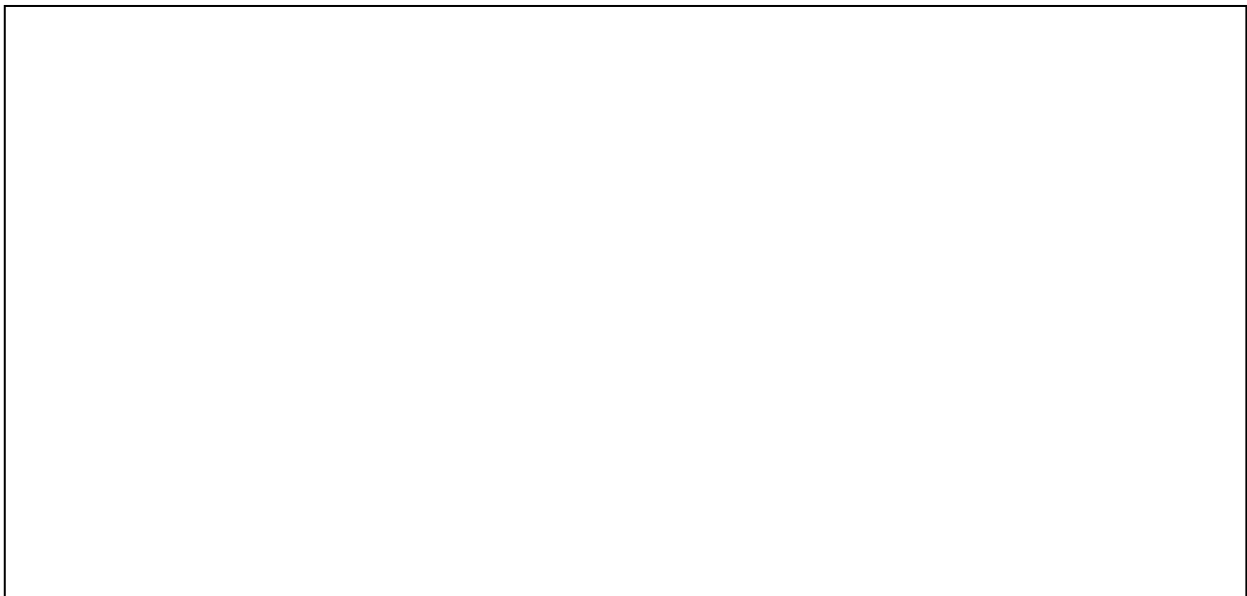
THE ROI OF EMPLOYEE ENGAGEMENT

LEARNING OBJECTIVES

By the end of this lesson you will be able to:

- State the definition of “The 10:9 Rule”.
- Describe the Employee Engagement Profit Chain.
- State the increased amount of total shareholder returns between engaged and disengaged companies.

EXERCISE: Draw a simplified Engagement Profit Chain for your organization, or at the very least, what are the linkages between discretionary effort and business outcomes on your team? (Write your answers below.)



SELF-CHECK QUESTIONS

- 1) What is “The 10:9 Rule”?
- 2) What are the major linkages in the Engagement Profit Chain?
- 3) Total shareholder returns are ___x higher in engaged companies versus disengaged companies.

LESSON SIX

THE CAMPBELL'S SOUP CASE STUDY

LEARNING OBJECTIVES

By the end of this lesson you will be able to:

- Summarize CEO Doug Conant's philosophy for marketplace success.
- State Campbell's engaged-to-disengaged ratio after a decade of a focus on engagement.
- State the stock return for Campbell's Soup over the same ten-year period.

SELF-CHECK QUESTIONS

- 1) Complete Doug Conant's famous quote, "To win in the marketplace, you must first win in the _____."
- 2) Campbell's Soup peak engagement ratio in the year 2012 was ___ to 1.
- 3) During the ten years when the S&P 500 only increased 13%, the total shareholder return of Campbell's Soup stock was ___%.

LESSON SEVEN

ENGAGEMENT & PERSONAL BENEFITS

LEARNING OBJECTIVES

By the end of this lesson you will be able to:

- Define Spillover Effect and Crossover Effect.
- Describe some of the health effects of disengagement at work.
- Describe the impact of engagement on family members.

EXERCISE 1: Describe a time in your life when you've carried stress or a bad mood home from work. How did it impact your family?

EXERCISE 2: Describe a time in your life when you had a great day at work. How did that affect the rest of your night at home?

SELF-CHECK QUESTIONS

- 1) The Spillover Effect refers to peoples' workplace emotions spilling over to _____.
- 2) The Crossover Effect is the transmission of negative or positive emotions to _____.
- 3) The Swedish WOLF study showed that adverse psychological impacts from work led to increases in _____ attacks and _____.
- 4) Parents' negative workplace moods could "crossover" to their children if the parents inappropriately _____ or _____ them.

LESSONS EIGHT & NINE

WHO'S RESPONSIBLE FOR ENGAGEMENT?

LEARNING OBJECTIVES

By the end of this lesson you will be able to:

- State *who* has the greatest impact on employee engagement and how big of an impact it is.

EXERCISE: Briefly describe who has the most impact on employee engagement in an organization. Specifically,

- what role does the CEO play in engagement?
- what is the role of HR in engagement?
- what is the role of the manager in engagement?
- what is the role of the individual in engagement?

SELF-CHECK QUESTIONS

- 1) _____'s account for over ___% of the variance in employee engagement, according to Gallup.

LESSONS TEN & ELEVEN

WHAT DRIVES ENGAGEMENT?

LEARNING OBJECTIVES

By the end of this lesson you will be able to:

- List the top four drivers of employee engagement, based on a global survey of 10 million workers.

EXERCISE: Complete Your Personal Engagement Profile, a 19-question assessment, by visiting www.MyEngagementStyle.com.

What is your highest ranked engagement driver? _____

SELF-CHECK QUESTIONS

- 1) Finish this quote, which serves as a mnemonic device to recall the four drivers of engagement, "GReAT Leaders C_____, G_____, R_____ and T_____.

LESSONS TWELVE AND THIRTEEN

HOW TO TRIGGER GROWTH

LEARNING OBJECTIVES

By the end of this lesson you will be able to:

- State the opposite of love.
- Describe the process of “stay interviews”.
- Define “feedforward coaching”.

EXERCISE: In the space below, write down all the ways you and your organization grow and develop employees.

SELF-CHECK QUESTIONS

- 1) The opposite of love is _____.
- 2) Stay interviews should be held every ___ months.
- 3) Feedforward coaching provides continuous, positive reinforcement and constructive feedback as close to the time and place of performance as possible; the goal is to develop the individual for _____ opportunities.

LESSONS FOURTEEN & FIFTEEN

HOW TO TRIGGER RECOGNITION

LEARNING OBJECTIVES

By the end of this lesson you will be able to:

- State the limitations of award programs and employee appreciation days.
- List the three parts of a strategic thank you.

EXERCISE: Use the space below to write all the ways your organization shows appreciation to employees, and list how *you* show appreciation to your team members.

SELF-CHECK QUESTIONS

- 1) The problem with award programs is that the winner's circle is too _____; the problem with company picnics is that _____ is invited.

- 2) A strategic thank you has three parts:
 - Say _____.
 - Specify the b_____ or a_____.
 - Link it back to core v_____ or s_____ initiatives.

LESSONS SIXTEEN & SEVENTEEN

HOW TO TRIGGER TRUST

LEARNING OBJECTIVES

By the end of this lesson you will be able to:

- Provide a definition of trust that goes beyond mere honesty and ethics.
- List ways to share organizational goals and future plans.

EXERCISE: Use the space below to write all the ways your organization shares its goals and paints a compelling vision of the future.

SELF-CHECK QUESTIONS

- 1) In addition to wanting their leaders to be ethical and honest, workers want to *trust* that the _____ is bright.

- 2) An effective method of building future confidence is to:
 - Create a strategic plan and set big _____
 - S_____ the plan.
 - Share it e_____ and o_____.

LESSONS EIGHTEEN & NINETEEN

HOW TO COMMUNICATE FOR ENGAGEMENT

LEARNING OBJECTIVES

By the end of this lesson you will be able to:

- State the two attributes of engaging communication.

EXERCISE: Use the space below to write all the ways you communicate with your team members. How often do you communicate? What modes of communication do you use (e.g., in-person, phone, email, other)?

SELF-CHECK QUESTIONS

- 1) Employees want a consistent r_____ of communication and they want t_____ communication.

LESSON TWENTY

ENGAGEMENT ACTION PLAN MEETINGS

LEARNING OBJECTIVES

By the end of this lesson you will be able to:

- Describe the importance of engagement action plan meetings.
- Describe the structure of well-run action plan meetings.

SELF-CHECK QUESTIONS

- 1) If post-survey action plan meetings are not held, employees will become dis-_____ as they will believe that the survey was a waste of t_____.
- 2) Each m_____ should hold a meeting with his/her own d_____ r_____.