ENGAGEMENT IN THE WORKPLACE
WORKSHOP GOALS

- Define engagement in the workplace
- Understand
  - the impact of engagement/disengagement in the workplace
  - Factors that influence employee engagement
- Develop strategies to improve engagement
- Recognize disengagement
- Develop strategies for working with and influencing disengaged co-workers
WHAT DOES AN ENGAGED EMPLOYEE LOOK LIKE?

- Draw a picture of what you think an engaged employee looks like (it can be metaphorical/symbolic or literal).
ENGAGEMENT

Actively Disengaged  Not Engaged  Engaged
MEASURING ENGAGEMENT

Q1. I know what is expected of me at work.
Q2. I have the materials and equipment I need to do my work right.
Q3. At work, I have the opportunity to do what I do best every day.
Q4. In the last seven days, I have received recognition or praise for doing good work.
Q5. My supervisor, or someone at work, seems to care about me as a person.
Q6. There is someone at work who encourages my development.
Q7. At work, my opinions seem to count.
Q8. The mission or purpose of my company makes me feel my job is important.
Q9. My associates or fellow employees are committed to doing quality work.
Q10. I have a best friend at work.
Q11. In the last six months, someone at work has talked to me about my progress.
Q12. This last year, I have had opportunities at work to learn and grow.

From Gallup Research
engagement

Fewer than 1 in 3 are engaged

Only 45% are even “satisfied” at work

Sources: Blessing White, Conference Board, Gallup
GENERATIONAL ENGAGEMENT

ENGAGEMENT LEVELS, BY GENERATION

- Millennials: 28% Engaged, 17% Disengaged, 55% Not Engaged
- Generation X: 30% Engaged, 19% Disengaged, 51% Not Engaged
- Baby Boomers: 32% Engaged, 19% Disengaged, 49% Not Engaged
- Traditionalists: 42% Engaged, 14% Disengaged, 44% Not Engaged
School District Case Study

In a three-year study of student achievement in Texas, Gallup researchers found that the most engaged schools pass 8.7% more students through all standardized tests (the Texas Assessment of Knowledge and Skills) than their least engaged counterparts.

Employee Engagement and the Percentage of Students Passing all Tests

![Bar chart showing the relationship between employee engagement level and student pass rates over three years. The chart indicates a positive correlation between higher employee engagement and higher student pass rates.]
## 2012 CHAFFEY COLLEGE HOPE AND ENGAGEMENT

<table>
<thead>
<tr>
<th></th>
<th>Chaffey College Item Mean 2012 (n=403)</th>
<th>Chaffey College Item Top Box (%5) 2012 (n=403)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hope GrandMean</td>
<td>4.35</td>
<td></td>
</tr>
<tr>
<td>Engagement GrandMean</td>
<td>3.71</td>
<td></td>
</tr>
<tr>
<td>Graduate</td>
<td>4.67</td>
<td>78%</td>
</tr>
<tr>
<td>Adult Cares</td>
<td>4.70</td>
<td>84%</td>
</tr>
<tr>
<td>Get Good Grades</td>
<td>4.40</td>
<td>56%</td>
</tr>
<tr>
<td>Pursue Goals</td>
<td>4.24</td>
<td>47%</td>
</tr>
<tr>
<td>Ways Around Problem</td>
<td>4.06</td>
<td>34%</td>
</tr>
<tr>
<td>Find a Good Job</td>
<td>3.99</td>
<td>42%</td>
</tr>
<tr>
<td>Best Friend</td>
<td>2.88</td>
<td>27%</td>
</tr>
<tr>
<td>Feel Safe</td>
<td>4.25</td>
<td>49%</td>
</tr>
<tr>
<td>Schoolwork Important</td>
<td>4.26</td>
<td>52%</td>
</tr>
<tr>
<td>Opportunity to Do Best</td>
<td>3.93</td>
<td>37%</td>
</tr>
<tr>
<td>Recognition</td>
<td>3.25</td>
<td>28%</td>
</tr>
<tr>
<td>*Committed to Strengths</td>
<td>3.91</td>
<td>35%</td>
</tr>
<tr>
<td>*Volunteered Time</td>
<td>3.18</td>
<td>26%</td>
</tr>
</tbody>
</table>

*Not included in scale calculations.
The X Model of Employee Engagement
Engaged employees are...
1. Obvious
2. Authentic
3. Receptive
4. Involved
5. Proactive
6. Energized
7. Achievers
8. Advocates
9. CEOs (chief engagement officers) – inspire others
10. In-demand

From Buckingham, Ian. “10 Ways to Spot an Engaged Employee” in The Top Tens of Employee Engagement: Hundreds of Brilliant Engagement Ideas, Edited by David Zinger
FLOW AND ENGAGEMENT

Figure 1. The FLOW Model

- Flow
- Control
- Relaxation
- Boredom
- Apathy
- Worry
- Anxiety
- Arousal

Challenge Level

Perceived Skill Level

High
Low
Goals

Balance

Feedback
THE INVERTED U-MODEL
RESOURCES

- http://www.mindtools.com
- www.gallup.com
SMART goal: ____________________________

Actions I need to take soon
1. 
2.

When/Where

Actions I need to take in the next few weeks
1. 
2.

Reward

Actions I need to take this semester
1. 
2.

Obstacle 1: ______________________
Obstacle 2: ______________________
Obstacle 3: ______________________

Resources:

People:

Strategies:

Resources:

People:

Strategies:

Resources:

People:

Strategies:
GOAL SETTING

S - SPECIFIC
M - MEASURABLE
A - ATTAINABLE
R - RELEVANT
T - TIME-BOUND
ACT

- Assess
- Communicate
- Take Action
COGNITIVE RESTRUCTURING

1. Calm yourself
2. Identify the situation
3. Analyze your mood
4. Identify automatic thoughts
5. Find objective supportive evidence
6. Find objective contradictory evidence
7. Identify fair and balanced thoughts
8. Monitor your present mood
## ABC Technique

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>(A) Adversity Experienced</th>
<th>(B) Beliefs Formed</th>
<th>(C) Consequences</th>
<th>(D) Disputation</th>
<th>(E) Energization</th>
</tr>
</thead>
</table>
Are you suffering from

**JOB BURN-OUT?**

Here are 4 early warning signs:

1. A co-worker asks you to "hold that thought," and you realize it's been months since you actually had one.
2. Hilariously inane business jargon starts to make sense.
3. For you, "long-term strategic planning" means deciding where to eat lunch that day.
4. People frequently tell you to get a grip, and you do.

**What are your projections for next fiscal quarter, Ellen?**

**ULP!**

**You must be joking.**
DEALING WITH BURNOUT: THE "THREE R" APPROACH

• Recognize

• Reverse

• Resilience
  • Slow down
  • Get support
  • Reevaluate your goals and priorities
WORKING WITH THE DISENGAGED

I think Eric's attitude is starting to affect morale...

The Three Buckets of Engagement: From Cheerleaders to Vampires

© 2010 HR Solutions, Inc.
Strategies from The Top Tens of Employee Engagement: Hundreds of Brilliant Engagement Ideas Edited by David Zinger

Subarticle: “Employee Engagement: How to Be Engaged When You Work for Someone Who Isn’t” by Maureen Mack
WORKING WITH THE DISENGAGED

Understand what is about you and what isn’t.

Speak up – get involved and offer ideas.

Don’t hang out with actively disengaged co-workers.
QUESTIONS THAT PROMOTE ENGAGEMENT

1. How can I help you right now?
2. What else do you need from me for this project?
3. Who can I connect you with to help make this happen?
4. When can we get together to discuss our progress?
5. What can we do to make this just a little bit better?
6. How am I doing based on our agreement for this?
7. Who else can we include?
8. What other information can I provide?
9. How can I best support the others in the group?
10. What else would be helpful to discuss?
11. Create your own question here…

Don’t take responsibility for the attitude of others, but identify if you can: what is their problem or issue? It is occasional or consistent? What makes it worse? If you can understand why they are unhappy or frustrated, it can help you compartmentalize and separate their moods from your work life.
WORKING WITH THE DISENGAGED

Adjust your expectations.

Make a game of it – try to make them laugh or smile

Focus on what you can do instead of judging others
WORKING WITH THE DISENGAGED

Create boundaries in a kind, professional manner

Let things go – don’t dwell on the negative; focus on taking action and improving yourself.
Avoid gossip and complaining
### Changing Mindsets/Hope - Strategies

<table>
<thead>
<tr>
<th>My Hope/Mindset</th>
<th>Colleagues</th>
<th>Students – Creating a Hopeful Environment for Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Learn to hear your low hope/fixed mindset scripts and reframe them in high hope/growth mindset ways.</td>
<td>• Be available and be an empathetic listener – redirect low hope/fixed mindset statements and attitudes towards high hope/growth mindset thinking.</td>
<td>• Frame feedback and direction in constructive/positive ways and make it specific</td>
</tr>
<tr>
<td>• Demonstrate belief in your own capabilities</td>
<td>• Model a high hope/growth mindset to colleagues when starting meetings, projects, etc.</td>
<td>• Find ways to praise and reward students for using appropriate strategies, processes, effort, and attitudes</td>
</tr>
<tr>
<td>• Reflect on how you’ve overcome past obstacles</td>
<td>• Set challenging goals together</td>
<td>• Coach students through the thinking process necessary to accomplish the task</td>
</tr>
<tr>
<td>• Become aware of and develop your strengths</td>
<td>• Anticipate potential obstacles and plan pathways to overcome those potential obstacles together</td>
<td>• Demonstrate your belief in students’ capabilities to complete tasks and achieve goals</td>
</tr>
<tr>
<td>• Take on new challenges with a growth mindset</td>
<td>• Share how you have overcome obstacles in an area your colleague is struggling with</td>
<td>• Other:</td>
</tr>
<tr>
<td>• Receive feedback thoughtfully</td>
<td>• Help your colleague recall past experiences where they have overcome obstacles</td>
<td></td>
</tr>
<tr>
<td>• Learn from mistakes/failsures and find ways to make them opportunities for growth</td>
<td>• Other:</td>
<td></td>
</tr>
<tr>
<td>• Other:</td>
<td></td>
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</tbody>
</table>

### Other:
- Colleagues
  - Be available and be an empathetic listener – redirect low hope/fixed mindset statements and attitudes towards high hope/growth mindset thinking.
  - Model a high hope/growth mindset to colleagues when starting meetings, projects, etc.
  - Set challenging goals together
  - Anticipate potential obstacles and plan pathways to overcome those potential obstacles together
  - Share how you have overcome obstacles in an area your colleague is struggling with
  - Help your colleague recall past experiences where they have overcome obstacles

### Other:
- Students – Creating a Hopeful Environment for Learning
  - Frame feedback and direction in constructive/positive ways and make it specific
  - Find ways to praise and reward students for using appropriate strategies, processes, effort, and attitudes
  - Coach students through the thinking process necessary to accomplish the task
  - Demonstrate your belief in students’ capabilities to complete tasks and achieve goals
  - Other:
GROWTH MINDSET FEEDBACK

HONEST
SINCERE
POSITIVE
ACTIONABLE
PRAISE ACTIONS
SCENARIOS

- In small groups, read the scenario.

- Discuss some strategies to respond to the situation. Write down what you would do or say for each situation.
SCENARIO 1

Crabby Carissa often complains about your supervisor and usually distrusts and criticizes his decisions and work behind his back to you and other co-workers. You’ve also heard from a colleague that Carissa has criticized you behind your back as well. She does the parts of her job she likes well, but tends to ignore or try to delegate the parts she doesn’t like.
Passive Peter doesn’t seem to like his job much; he often shows up to work late or is absent and he doesn’t interact with his co-workers unless he has to. He does enough work to get satisfactory evaluations, but nothing more. He also doesn’t present a positive image for your office/department across campus.
SCENARIO 3

Stressed Stella is always busy working on mundane tasks and does a decent job at them. She always seems stressed. Whenever anyone even hints at a new idea or project, she immediately shuns the idea due to her busyness.